

The interviewers in the European Social Survey

Round 5 to 7 - Belgium

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1 Introduction

The collection of high-quality data in face-to-face surveys is strongly dependent on the behaviour and performance of the interviewers. In the contact phase, the interviewers are responsible for establishing contact with potential respondents and obtaining their cooperation to participate; during the interviews, the interviewers are responsible for clarifying the respondents' role in the interview, asking the survey questions, and recording the answers. The interviewers' performance in the contact phase shapes the final net sample obtained, and thus affects (unit) nonresponse error. The interviewers' performance during the interviews has an impact on the registered responses, and thus affects both (item) nonresponse and measurement error (Loosveldt, Carton & Billiet, 2004). Understanding the mechanisms that drive the interviewers' performance is therefore important to maintaining and improving the survey data collection process and the resulting survey data quality.

The two main mechanisms by which the interviewers may affect (unit) nonresponse and measurement error are observable attributes and task-related behaviour (Schaeffer, Dykema & Maynard, 2010). Observable attributes include basic socio-demographics such as age, gender and ethnicity. The available evidence suggests that these observable attributes in general only play a minor role, but may matter in relation to the attributes of respondents (interviewer-respondent matching) and/or the survey topic (e.g. Kane & Macaulay, 1993). Interviewer task-related behaviour, on the other hand, is expected to play a more important role. Unfortunately, the interviewers' actual behaviour cannot be easily observed by survey researchers and practitioners. Various studies have therefore attempted to identify characteristics of interviewers that are associated with task-related behaviour (e.g. Blom & Korbmacher, 2013). The most relevant interviewer characteristics go beyond what can easily be retrieved from administrative records of fieldwork agencies, such as age, gender and employment duration. Additional information on the interviewers and the way they do their job and think about their job is called for.

This report describes the interviewer data collected in round 5 to 7 of the European Social Survey (ESS) in Belgium to gain insight into the ESS interviewer capacity and to explain interviewer effects in the ESS data. The collection and study of the interviewer data falls under KPI 7 ('Special focus: the role of the interviewer in the survey') of the ESS ESFRI project in Flanders.

Since round 5, data on the interviewers working for the ESS in Belgium is systematically collected via four different sources. The interviewers are requested to complete a short questionnaire (the 'interviewer fiche') prior to attending the project briefing, and a somewhat more extensive questionnaire (the 'interviewer survey') at the end of the fieldwork. In addition, the ESS test interview data and the interview audio recording evaluations, resulting from the preparation and monitoring of the ESS fieldwork, are retained for analysis.

This report is structured as follows. Section 2 provides details on, and evaluations of, the four sources of interviewer data in ESS Belgium round 5 to 7. Some of the strengths and weaknesses in the collection of interviewer data are identified, and some recommendations for future round are proposed. Section 3 provides an exploratory analysis of the available interviewer data. It includes a representation of the interviewer workforce's sociodemographic profile and its composition in terms of interviewer characteristics that are potentially associated with task-related behaviour, such as interviewer experience, training, workload, attitudes and reported behaviours.

Whenever possible, the results for the three ESS rounds are presented side by side. This may suggest certain trends over time, which should nonetheless be interpreted with some caution. Similarities between rounds may be partially due to overlap in the interviewer workforce between rounds.

Table 1 offers some context by summarizing the key design and implementation features of the three ESS rounds in Belgium, and some indicators of the fieldwork success. The key design features (e.g. mode of data collection, contact procedure) are the same over rounds to enhance intertemporal comparisons.

With regard to implementation, we note that in each round the number of interviewers enrolled in the ESS briefing reached the number of interviewers specified in the call for tender and contractually agreed upon (N = 130 in round 5 and 6, N = 160 in round 7), but some interviewers enrolled in the briefing were not ‘active’ in the fieldwork in the strict sense of having completed at least one interview. As a result, the number of active interviewers is somewhat lower than the number of interviewers contractually agreed upon in round 5 and 6.

We also note that the fieldwork agency contracted in round 6 and 7 is different from the agency contracted in round 5. Consequently, the overlap in interviewer workforce between round 5 and 6 (although substantial) is smaller than the overlap in interviewer workforce between round 6 and 7.

The fieldwork progressed quite differently in the three rounds. The round 5 fieldwork progressed slowly. Even after 30 weeks, the response rate was only 53%. The round 6 fieldwork, in contrast, progressed very smoothly, with a response rate of 59% attained after 15 weeks. The round 7 fieldwork took somewhat longer than planned (21 weeks), but the response rate was reasonable (57%).

Table 1: Key design and implementation features, and outcomes, ESS Belgium, round 5 - 7

| | Round 5 | Round 6 | Round 7 |
|---|---|---|---|
| Sampling frame | National Register | National Register | National Register |
| Mode of data collection | CAPI | CAPI | CAPI |
| Contact procedure | At least five (face-to-face) attempts, spread in time | At least five (face-to-face) attempts, spread in time | At least five (face-to-face) attempts, spread in time |
| Fieldwork period | 11/10-06/05/1011 | 10/09-24/12/2012 | 10/09-01/02/2015 |
| Fieldwork duration | 30 weeks | 15 weeks | 21 weeks |
| Fieldwork agency | Significant GfK | TNS Dimarso | TNS Dimarso |
| ESS briefing | 4-8 hours | 4-8 hours | 4-8 hours |
| Interviewer employment status | Freelance | Freelance | Freelance |
| Interviewer payment | Piece rate | Piece rate | Piece rate |
| Number of active interviewers ^a | 125 | 155 | 150 |
| Proportion of active interviewers active in the previous round ^a (%) | | 33.55 | 58.67 |
| Response rate ^b (%) | 53.47 | 58.74 | 57.03 |
| Contact rate ^b (%) | 94.01 | 93.43 | 94.46 |
| Refusal rate ^b (%) | 31.63 | 24.45 | 26.98 |

Note: Additional information can be found in the ESS Belgium process evaluation reports (Tirry, Van Noten & Loosveldt, 2011; Tirry & Loosveldt, 2013; Barbier et al., 2016) and the ESS data documentation reports (ESS, 2016a; ESS, 2016b; ESS, 2016c).

^a The group of active interviewers includes all interviewers who conducted at least one interview.

^b Outcome rates are calculated based on AAPOR (2016) definitions RR1, CON1 and REF1.

2 Availability and quality of the interviewer data

This section describes in detail which interviewer data is available and evaluates the interviewer data quality. The four sources of interviewer data in ESS Belgium, namely the interviewer fiche (Subsection 2.1, p. 12), the interviewer survey (Subsection 2.2, p. 22) the ESS test interviews (Subsection 2.3, p. 35) and the audio recording evaluations (Subsection 2.4, p. 36), are addressed in turn. Subsection 2.5 (p. 41) summarizes the main issues and proposes recommendations for future rounds.

Interviewer data in ESS Belgium round 5 to 7 was collected via the four following sources. The **interviewer fiche** was designed by the Belgian national team to evaluate the available interviewers. The fiche had to be completed by the interviewers before the project briefing. A first set of questions in the fiche addresses interviewer experience and training. A second set of questions is particularly concerned with nonresponse expectations and response-enhancing strategies. This information would allow the national team to assess whether the interviewers appeared sufficiently competent to participate in the ESS project. With the exception of a few rather small adjustments to resolve some ambiguities and to increase understandability in round 7, the fiche remained identical since round 5.

The **interviewer survey** was developed in order to collect additional information on the interviewers who had been actively involved in the ESS fieldwork. The interviewers were asked for feedback on the course of the fieldwork. The survey also addressed interviewer workload during the ESS fieldwork, interviewing behaviour and job motivations. For round 7, the interviewer survey was partially redesigned. Although the redesigned questionnaire bears resemblance to the previous version, specifically with regard to its attention to fieldwork evaluation and interviewer workload, the redesigned questionnaire extends and deepens the focus on interviewer attitudes and motivations.

Along with the data which was purposefully collected through the two interviewer questionnaires, additional data is available as a by-product of the fieldwork preparation and monitoring. Prior to the interviewer briefing, the interviewers were requested to complete at least one **ESS 'test interview'** in order to familiarize themselves with the ESS questionnaire. The data of this additional interviewer task is directly available.

Also, during the initial weeks of the fieldwork, the interviewers were requested to make an **audio recording** of one of their first three interviews to be evaluated by the national team. Interviewers who deviated strongly from standardized interviewing instructions were thus identified relatively early and were removed from the project. The evaluation of the recordings of the Dutch speaking interviewers was based on a standardised set of 29 quality criteria (30 criteria in round 5). For this group of interviewers, therefore, data of the audio recording evaluations is directly available as well. The French speaking interviewers, on the other hand, were assessed in general only.

Table 2 (p. 10) provides an overview of the available sources of data on the 'active' interviewers in round 5 to 7. The group of active interviewers includes all interviewers who conducted at least one interview. Interviewers who only attended the briefing but were not assigned any sample units and interviewers who were assigned sample units but never completed even one interview are excluded from the analysis.

Table 2: Availability of interviewer data, round 5 - 7

| Round 5 | | | |
|------------------------|--------------------------------|-----------------------|------------------------|
| | All active interviewers | Dutch speaking | French speaking |
| | % | % | % |
| Interviewer fiche | 96.80 | 96.25 | 97.78 |
| Interviewer survey | 80.00 | 83.75 | 73.33 |
| ESS test interview | 92.80 | 96.25 | 86.67 |
| Audio recording | 78.40 | 80.00 | 75.56 |
| Interviewing checklist | 52.80 | 80.00 | 4.44 |
| N | 125 | 80 | 45 |

| Round 6 | | | |
|------------------------|--------------------------------|-----------------------|------------------------|
| | All active interviewers | Dutch speaking | French speaking |
| | % | % | % |
| Interviewer fiche | 100.00 | 100.00 | 100.00 |
| Interviewer survey | 100.00 | 100.00 | 100.00 |
| ESS test interview | 100.00 | 100.00 | 100.00 |
| Audio recording | 90.97 | 92.86 | 87.72 |
| Interviewing checklist | 58.71 | 92.86 | 0.00 |
| N | 155 | 98 | 57 |

| Round 7 | | | |
|------------------------|--------------------------------|-----------------------|------------------------|
| | All active interviewers | Dutch speaking | French speaking |
| | % | % | % |
| Interviewer fiche | 100.00 | 100.00 | 100.00 |
| Interviewer survey | 96.67 | 98.82 | 93.85 |
| ESS test interview | 96.00 | 97.65 | 93.85 |
| Audio recording | 92.67 | 94.12 | 90.77 |
| Interviewing checklist | 53.33 | 94.12 | 0.00 |
| N | 150 | 85 | 65 |

The interviewer data codebooks are included in Appendix 1 (round 5), Appendix 2 (round 6) and Appendix 3 (round 7).

The interviewer fiche was completed by all but four active interviewers in round 5 (97%), and by all active interviewers in round 6 and 7. The completion rate of the interviewer survey at the end of the fieldwork was similarly high in round 6 (100%) and round 7 (97%), even if it was only 80% in round 5. The completion rate of the ESS test interview was also reasonably high in each round. The test interview was completed by all but nine active interviewers in round 5 (93%), all active interviewers in round 6, and by all but six interviewers in round 7 (96%). Remarkable is the 100% completion rate for the interviewer fiche, the interviewer survey at the end of the fieldwork, and the ESS test interviews in round 6 compared to the completion rates in round 5 and 7.

The audio recording is the least complete source of interviewer information. The numbers nonetheless suggest a considerable improvement since round 5. No audio recording was received from 27 interviewers in round 5 (22%), 14 interviewers in round 6 (9%), and 11 interviewers in round 7 (7%).

In addition to small numbers of interviewers failing to provide the requested information, there is a systematic gap in the available data due to the different approaches taken to evaluate the audio recordings of the Dutch speaking and French speaking interviewers. The data of the interviewing checklist for the audio recording (on the basis of a set of 29 quality criteria) is additionally available for the Dutch speaking interviewers.

Even if the available data does not cover the entire ESS interviewer workforce in any round, a lot of information is available for a large number of interviewers.

The following subsections provide further details on, and evaluations of, the interviewer fiche, the interviewer survey, the ESS test interview and the audio recording (checklist) as instruments of interviewer data collection.

2.1 Interviewer fiche

2.1.1 Interviewer fiche questionnaire development

The interviewer fiche was initially developed in 2010 for round 5 (Appendix 4). A number of the questions were taken from an interviewer survey conducted by Statistics Netherlands (CBS) in 2010. This source questionnaire can be found in Appendix 5. Other questions were added to capture different components of experience, training and nonresponse expectations.

The interviewer fiche was reused in round 6 without modification (Appendix 6). In round 7, a few adjustments were made based on an evaluation of the question wording and the quality of the data collected in the previous two rounds (Appendix 7).

An overview of the questions included in the interviewer fiche in round 5 to 7 is presented in Table 3.

Table 3: Question topics in the interviewer fiche, round 5 - 7

| | Round 5 | Round 6 | Round 7 |
|---|------------------|------------------|------------------|
| Personal characteristics: Sociodemographics | | | |
| Age | Q2 | Q2 | Q2 |
| Gender | Q3 | Q3 | Q3 |
| Education level | Q4 | Q4 | Q4 |
| Other paid work (hours per week) | Q6 ^a | Q6 ^a | Q6 ^a |
| Experience | | | |
| General interviewer experience | Q5 ^a | Q5 ^a | Q5 ^a |
| ESS interviewer experience | Q8 | Q8 | Q8 |
| Experience with other university or government surveys | Q9 | Q9 | Q9 ^b |
| Experience with other face-to-face surveys | Q10 | Q10 | Q10 ^b |
| Training | | | |
| Training (number, instructors and durations) | Q11 | Q11 | - |
| General interviewer training (full-day) | - | - | Q11 ^c |
| General interviewer trainings (number) | - | - | Q12 ^c |
| Project-specific briefings (number) | - | - | Q13 ^c |
| Points of improvement | Q19 ^a | Q19 ^a | Q20 ^a |
| Work satisfaction | | | |
| Evaluation payment for interviewer work | Q7 ^a | Q7 ^a | Q7 ^a |
| Evaluation interaction with respondents and non-respondents | Q18 ^a | Q18 ^a | Q19 ^a |
| Main goal | Q20 ^a | Q20 ^a | - ^d |
| Nonresponse expectations | | | |
| Easy or difficult to persuade R | Q12 | Q12 | Q14 |
| Average response rate | Q13 | Q13 | Q15 ^e |
| Expected response rate | Q14 | Q14 | Q16 ^e |

^a Question(s) (adapted) from Statistics Netherlands (CBS) interviewer survey (2010; Appendix 5).

^b Reference period added.

^c Questions Q11-Q13 in round 7 replace Q11 in round 5 and 6.

^d Question omitted (little informative).

^e Low response rate answer categories added.

^f Question omitted (answer categories unclear, not mutually exclusive).

^g Questions Q17 and Q18 in round 7 replace Q17 in round 5 and 6.

Table 3: Question topics in the interviewer fiche, round 5 - 7 (continued)

| | Round 5 | Round 6 | Round 7 |
|---|------------------|------------------|------------------|
| Response-enhancing strategies | | | |
| Willingness to contact in the evening | Q15 ^a | Q15 ^a | - ^f |
| Willingness to contact on Saturday | Q16 ^a | Q16 ^a | - ^f |
| Strategies for high contact rates, low refusal rates and limited cost | Q17 ^a | Q17 ^a | - |
| Strategies for high contact rates | - | - | Q17 ^g |
| Strategies for low refusal rates | - | - | Q18 ^g |

^a Question(s) (adapted) from Statistics Netherlands (CBS) interviewer survey (2010; Appendix 5).

^b Reference period added.

^c Questions Q11-Q13 in round 7 replace Q11 in round 5 and 6.

^d Question omitted (little informative).

^e Low response rate answer categories added.

^f Question omitted (answer categories unclear, not mutually exclusive).

^g Questions Q17 and Q18 in round 7 replace Q17 in round 5 and 6.

The interviewer fiche covers five sets of role-dependent characteristics, namely experience, training, work satisfaction, nonresponse expectations and response-enhancing strategies, as well as some personal characteristics. The personal characteristics, age (Q2), gender (Q3), education level (Q4), and other paid work (Q6), are asked in the same way in each round. The question on other paid work is formatted with an introductory yes/no question (“Do you perform other paid work in addition to your job as interviewer? Yes/no”) and an on open numeric contingency (If “Yes”) question to specify the number of hours spent on this other work (“If yes, how many hours a week?”).

The following paragraphs provide some further details about the choice of questions and question formats for the role-dependent interviewer characteristics in the round 7 interviewer fiche.

2.1.1.1 *Measuring experience*

Experience is one of the most obvious candidate correlates of interviewer performance, with more experienced interviewers generally expected to perform their tasks better. Experience has therefore been quite extensively studied (e.g. Durbin & Stuart, 1951; Olson & Peytchev, 2007; Lipps and Pollien, 2011; Jäckle et al., 2013) and four questions on the interviewers’ experience were included in the interviewer fiche. Question Q5 asked for interviewer experience in general. Question Q8 asked for experience with the ESS. Questions Q9 and Q10 asked for experience with other scientific and face-to-face surveys, respectively, in the (recent) past. In round 7, a reference period was added to the latter two questions in order to reduce the recollection required to provide an accurate and relevant enumeration. Even though interviewers may not report all survey projects they worked on, reporting a large number of relevant survey projects indicates well-rounded experience. For round 6 and 7, the open answers were coded based on a list of 26 frequently mentioned survey projects.

Questions Q8, Q9 and Q10 are formatted with an introductory yes/no question (e.g. Q8 “Did you collaborate on rounds of the European Social Survey before now?”) and a closed-ended multiple choice (Q8) or an open-ended (Q9 and Q10) contingency (if “Yes”) question to specify their experience if they have any (e.g. Q8 “If yes, which one(s)?”).

2.1.1.2 Measuring training

Even highly experienced interviewers are not necessarily well-equipped for their tasks. Interviewer training is important as well (Billiet & Loosveldt, 1988) and questions on this topic were included in the interviewer fiche as well. In round 5 and 6, the interviewers were asked how many trainings they attended, who gave the trainings and how long these trainings took (Q11). The purpose of these questions was to capture the interviewers' exposure to professionally guided instruction and/or practice aimed at relevant performance improvement.

The open answers to Q11 in round 5 and 6 showed that most interviewers named only one organization or individual as instructor, or referred to 'client organizations' in general, and made a single estimate of the average training duration. Being little informative, the question on instructors and durations was omitted in round 7. The open answers also suggested making an explicit distinction between project-specific briefings (Q13 in round 7) and general interviewer trainings (Q11 and Q12 in round 7). General interviewer training sessions are not directly related to any particular project but are designed to improve the interviewers' knowledge and skills that are generally applicable in interviewer work. Project-specific briefings, on the other hand, are designed for specific projects. While project-specific briefings may pay some attention to generally applicable knowledge and skills, most of the available time will have to be devoted to project instructions. In addition, a reference period was included for these questions in order to reduce the recollection required to provide accurate numbers.

Further training needs may be identified on the basis of question Q20 (Q19 in round 5 and 6), which asked for the interviewer tasks and skills that leave room for improvement.

2.1.1.3 Measuring work satisfaction

With regard to work satisfaction, two questions were included to measure what interviewers think about the payment for their work (Q7) and the interaction with respondents and non-respondents (Q18 in round 5 and 6, Q19 in round 7). The round 5 and 6 questionnaire also included a question (Q20) on the main goal pursued by the interviewer. This question was omitted in round 7.

2.1.1.4 Measuring nonresponse expectations

Because interviewers' expected response rates tend to be indicative of response rates actually achieved (Singer & Kohnke-Aguirre, 1979; Singer, Frankel & Glassman, 1983), interviewers were asked to evaluate the difficulty of persuading sample units (Q12 in round 5 and 6, Q14 in round 7), and to estimate their average response rate (Q13 in round 5 and 6, Q15 in round 7) and expected response rate in the upcoming ESS round (Q14 in round 5 and 6, Q16 in round 7).

2.1.1.5 Measuring response-enhancing strategies

The interviewers were also asked to evaluate a number of response-enhancing strategies. In round 5 and 6, the interviewers were asked to rate the importance of nine strategies for three outcomes: increasing contact rates, decreasing refusal rates, and limiting costs (Q17). Thus, this question consisted of 27 single items, ordered in a matrix with nine rows (response-enhancing

strategies) and three columns (outcomes). Each of the 27 items was measured by a single number between 1 (“Not important”) and 10 (“Very important”).

In order to reduce the burden on the interviewers, the question was redesigned in round 7 so that five strategies were to be rated with regard to contact rates only (Q17), and four strategies were to be rated with regard to refusal rates only (Q18). Each of the nine single items is measured on an 11-point scale ranging from “Not important” to “Very important”.

2.1.2 Interviewer fiche implementation

The interviewer fiche was delivered to the fieldwork agency as a Microsoft Word document and sent to the interviewers in this format. The interviewers were expected to complete the fiche and send it back to the fieldwork agency before the project briefing. Most, but not all, interviewer fiches were received in time.

2.1.3 Data cleaning and evaluation of the interviewer fiche data quality

Because the interviewer fiche was distributed as a Microsoft Word document, the interviewers could complete it in one of two ways. They could print the fiche, complete it by hand and scan the document again. Alternatively, they could directly edit the document in a text editor. In the first case, interpreting answers to open-ended questions is highly dependent on the clarity of the interviewer’s handwriting. Interviewers who edit the document with a text editor, on the other hand, use very different ways to mark answers to closed-ended questions, including bold facing, colour, symbols, deleting, or a mix of these. As a result, it is often unclear whether an answer is selected at all, and which one(s). Irrespective of the completion by hand versus via a text editor, interviewers are able to select multiple answers to questions where only one answer is expected, leave questions open, and add answer categories or remarks. Due to the free-format of completing the interviewer fiche, quite extensive data cleaning was necessary. The following paragraphs examine the extent of invalid, missing and incorrect interviewer fiche data.

2.1.3.1 *Invalid answers to closed-ended questions*

Interviewers sometimes selected more than one answer category when only one was expected. The number of such ‘invalid’ answers is limited for most variables (Table 4, p. 16). Only for questions Q15 and Q16 on willingness to visit in the evening (AFTER17R) and willingness to visit on a Saturday (SATURDAYR) in round 5 and 6, invalid answers appeared frequently. These questions had answer categories that were not mutually exclusive. Many interviewers selected two (mostly “At first contact attempt” and “As often as possible”), and some interviewers selected up to five, out of six answer categories. These two questions were omitted in round 7. The adapted questions on expectations and nonresponse-enhancing strategies do not appear to excessively invite selecting multiple answer categories.

When multiple answer categories were selected instead of only one, the most optimistic answer of the selected categories was retained in the corresponding cleaned variables. For example, when an interviewer considers his payment (PAYMENTR) to be “Reasonable” and “Low”, the answer is recoded as “Reasonable”. The cleaned variables therefore do not contain any invalid answers.

Table 4: Invalid answers to closed-ended questions in the interviewer fiche, round 5 - 7

| Variable | Round 5 Invalid % | Round 6 Invalid % | Round 7 Invalid % |
|-------------------------|-------------------------|-------------------------|-------------------------|
| PAYMENTR | 3.31 | 1.29 | 0.67 |
| CONVINCER | 4.13 | 5.16 | 2.00 |
| PARTICIPATER | 4.96 | 7.74 | - |
| PARTICIPATER2 | - | - | 2.67 |
| ESSPARTICIPATER | 2.48 | 4.52 | - |
| ESSPARTICIPATER2 | - | - | 4.67 |
| AFTER17R | 17.36 | 18.06 | - |
| SATURDAYR | 13.22 | 17.42 | - |
| IMPCONTACT_EVENINGR2 | - | - | 2.00 |
| IMPCONTACT_WEEKENDR2 | - | - | 2.00 |
| IMPCONTACT_SPREADDAYS2 | - | - | 1.33 |
| IMPCONTACT_SPREADTIMES2 | - | - | 1.33 |
| IMPCONTACT_4VISITS2 | - | - | 2.67 |
| IMPREFUSE_IDENTIFYR2 | - | - | 2.00 |
| IMPREFUSE_LETTER2 | - | - | 1.33 |
| IMPREFUSE_BROCHURER2 | - | - | 2.67 |
| IMPREFUSE_APPOINTMENTR2 | - | - | 1.33 |
| EXPWITHRESPR | 3.31 | 1.94 | 1.33 |
| MAINGOAL | 4.96 | 3.23 | - |
| N | 121 | 155 | 150 |

Note: N refers to the number of 'active' interviewers who completed the interviewer fiche.

2.1.3.2 Invalid answers to open numeric questions

'Invalid' answers also occur for the open numeric questions. These questions were not always answered with a single valid numerical value as expected. We observe three types of invalid answers: numerical range (instead of a single value), out of bound, and non-numeric. When questions are answered with a numerical range (instead of a single value), the highest specified value is retained. For example, "Between ten and twenty" and "At least twenty" are postcoded as 20.

Out of bound answers constitute a negligible problem only for question Q17 on response enhancing strategies in round 5 and 6, where a few interviewers rated strategies as of 'zero' importance even though a number between one and ten was requested.

Non-numeric answers, on the other hand, are frequently given to question Q11 on training (TRAINING) in round 5 and 6, and question Q6 on the number of hours in other paid work (OTHERJOBHOURS). More than one in four interviewers answered question Q11 on the number of trainings (TRAINING) with 'multiple', 'many', 'uncountable', or a synonym thereof in round 5. More than one in five interviewers did in round 6. In round 7, the number of invalid answers to the adapted training questions is substantially lower. Only one interviewer answered 'multiple' to question Q12 on general interviewer training (GENTRAINING_2YN), and five interviewers answered 'multiple' to question Q13 on project-specific briefings (SPECTRAINING_2YN).

Answers that are out of bound or non-numeric cannot be postcoded. An overview of the remaining invalid answers is presented in Table 5 (p. 17). After postcoding numerical range answers, the proportion of invalid answers is small in general, with the exception of the non-numeric answers to the questions on training and hours in other paid work.

Table 5: Invalid answers to open numeric questions in the interviewer fiche, round 5 - 7

| Variable | Round 5 Invalid % | Round 6 Invalid % | Round 7 Invalid % |
|------------------------|-------------------------|-------------------------|-------------------------|
| OTHERJOBHOURS | 4.96 | 5.81 | 3.33 |
| TRAINING | 28.10 | 21.94 | - |
| GENTRAINING_2YN | - | - | 0.67 |
| SPECTRAINING_2YN | - | - | 3.33 |
| IMPCONTACT_IDENTIFY | 1.66 | 2.04 | - |
| IMPREFUSE_IDENTIFY | 1.65 | 2.04 | - |
| IMPCOST_IDENTIFY | 4.13 | 2.72 | - |
| IMPCONTACT_LETTER | 1.65 | 2.72 | - |
| IMPREFUSE_LETTER | 0.00 | 1.36 | - |
| IMPCOST_LETTER | 2.48 | 2.72 | - |
| IMPCONTACT_BROCHURE | 0.83 | 1.36 | - |
| IMPREFUSE_BROCHURE | 0.83 | 2.72 | - |
| IMPCOST_BROCHURE | 3.31 | 2.72 | - |
| IMPCONTACT_EVENING | 0.00 | 2.04 | - |
| IMPREFUSE_EVENING | 0.83 | 2.04 | - |
| IMPCOST_EVENING | 0.83 | 1.36 | - |
| IMPCONTACT_WEEKEND | 0.83 | 1.36 | - |
| IMPREFUSE_WEEKEND | 0.83 | 2.04 | - |
| IMPCOST_WEEKEND | 0.83 | 1.36 | - |
| IMPCONTACT_SPREADDAYS | 0.83 | 2.72 | - |
| IMPREFUSE_SPREADDAYS | 2.48 | 0.68 | - |
| IMPCOST_SPREADDAYS | 0.83 | 1.36 | - |
| IMPCONTACT_SPREADTIMES | 1.65 | 2.72 | - |
| IMPREFUSE_SPREADTIMES | 1.65 | 0.68 | - |
| IMPCOST_SPREADTIMES | 0.83 | 1.36 | - |
| IMPCONTACT_4VISITS | 0.83 | 0.68 | - |
| IMPREFUSE_4VISITS | 1.65 | 2.04 | - |
| IMPCOST_4VISITS | 4.96 | 2.72 | - |
| IMPCONTACT_APPOINTMENT | 0.00 | 2.72 | - |
| IMPREFUSE_APPOINTMENT | 0.83 | 1.36 | - |
| IMPCOST_APPOINTMENT | 1.65 | 2.04 | - |
| N | 121 | 155 ^a | 150 |

Note: N refers to the number of 'active' interviewers who completed the interviewer fiche.

^a N = 147 for variables IMPCONTACT_IDENTIFY through IMPOST_APPOINTMENT due to question Q17 (unlike most other questions) not being coded at the time of receiving the interviewer fiches while the original fiches have not been saved for eight interviewers.

2.1.3.3 Missing answers

In addition to questions occasionally being answered in ways that were not a priori expected, questions were sometimes skipped entirely. An overview of missing answers is presented in Table 6.

Table 6: Missing answers in the interviewer fiche, round 5 - 7

| Variable | Round 5 Missing % | Round 6 Missing % | Round 7 Missing % |
|---------------------|-------------------------|-------------------------|-------------------------|
| AGEB | 0.00 | 0.00 | 0.00 |
| SEXB | 0.00 | 0.65 | 0.00 |
| EDUCB | 0.83 | 0.65 | 0.00 |
| YEARSINTB | 0.00 | 0.00 | 0.00 |
| OTHERJOBR | 7.44 | 4.76 | 5.33 |
| OTHERJOB | 0.00 | 0.00 | 0.00 |
| OTHERJOBHOURS | 4.13 | 0.00 | 0.67 |
| PAYMENT | 1.65 | 0.00 | 1.33 |
| ESSEXPR | 26.45 | 34.69 | 28.67 |
| ESSEXP | 0.00 | 0.00 | 0.00 |
| UNIGOVEXPR | 10.74 | 16.13 | 10.00 |
| UNIGOVEXP | 0.00 | 0.00 | 0.00 |
| F2FEXPR | 13.33 | 10.97 | 5.33 |
| F2FEXP | 0.00 | 0.00 | 0.00 |
| TRAINING | 5.79 | 6.45 | - |
| GENTRAINING1D | - | - | 2.00 |
| GENTRAINING_2YN | - | - | 8.00 |
| SPECTRAINING_2YN | - | - | 2.00 |
| CONVINCE | 0.00 | 1.29 | 1.33 |
| PARTICIPATE | 3.31 | 0.65 | - |
| PARTICIPATE2 | - | - | 0.67 |
| ESSPARTICIPATE | 1.65 | 0.65 | - |
| ESSPARTICIPATE2 | - | - | 4.00 |
| AFTER17 | 1.65 | 0.00 | - |
| SATURDAY | 2.48 | 0.00 | - |
| IMPCONTACT_IDENTIFY | 0.83 | 7.48 | - |
| IMPREFUSE_IDENTIFY | 0.00 | 10.20 | - |
| IMPCOST_IDENTIFY | 2.48 | 15.65 | - |
| IMPCONTACT_LETTER | 0.00 | 4.76 | - |
| IMPREFUSE_LETTER | 0.83 | 9.52 | - |
| IMPCOST_LETTER | 2.48 | 14.97 | - |
| IMPCONTACT_BROCHURE | 0.83 | 7.48 | - |
| IMPREFUSE_BROCHURE | 0.83 | 9.52 | - |
| IMPCOST_BROCHURE | 3.31 | 14.29 | - |
| IMPCONTACT_EVENING | 0.83 | 3.40 | - |
| IMPREFUSE_EVENING | 0.00 | 10.88 | - |
| IMPCOST_EVENING | 2.48 | 15.65 | - |
| N | 122 | 155 ^a | 150 |

Note: N refers to the number of 'active' interviewers who completed the interviewer fiche.

^a N = 147 for variables OTHERJOBR, ESSEXPR, IMPCONTACT_IDENTIFY through IMPOST_APPOINTMENT due to the raw answers of questions Q6 and Q8, and the answers to question Q17 (unlike most other questions) not being coded at the time of receiving the interviewer fiches while the original fiches have not been saved for eight interviewers.

Table 6: Missing answers in the interviewer fiche, round 5 - 7 (continued)

| Variable | Round 5 Missing % | Round 6 Missing % | Round 7 Missing % |
|-------------------------|-------------------------|-------------------------|-------------------------|
| IMPCONTACT_WEEKEND | 0.00 | 3.40 | - |
| IMPREFUSE_WEEKEND | 0.83 | 11.56 | - |
| IMPCOST_WEEKEND | 3.31 | 14.97 | - |
| IMPCONTACT_SPREADDAYS | 0.83 | 2.72 | - |
| IMPREFUSE_SPREADDAYS | 0.00 | 12.93 | - |
| IMPCOST_SPREADDAYS | 1.65 | 15.65 | - |
| IMPCONTACT_SPREADTIMES | 0.00 | 2.04 | - |
| IMPREFUSE_SPREADTIMES | 0.83 | 13.61 | - |
| IMPCOST_SPREADTIMES | 2.48 | 16.33 | - |
| IMPCONTACT_4VISITS | 0.83 | 5.44 | - |
| IMPREFUSE_4VISITS | 0.83 | 12.93 | - |
| IMPCOST_4VISITS | 1.65 | 14.29 | - |
| IMPCONTACT_APPOINTMENT | 1.65 | 4.76 | - |
| IMPREFUSE_APPOINTMENT | 0.00 | 12.93 | - |
| IMPCOST_APPOINTMENT | 2.48 | 14.29 | - |
| IMPCONTACT_EVENING2 | - | - | 0.67 |
| IMPCONTACT_WEEKEND2 | - | - | 0.67 |
| IMPCONTACT_SPREADDAYS2 | - | - | 0.67 |
| IMPCONTACT_SPREADTIMES2 | - | - | 2.00 |
| IMPCONTACT_4VISITS2 | - | - | 1.33 |
| IMPREFUSE_IDENTIFY2 | - | - | 0.67 |
| IMPREFUSE_LETTER2 | - | - | 0.67 |
| IMPREFUSE_BROCHURE2 | - | - | 0.67 |
| IMPREFUSE_APPOINTMENT2 | - | - | 0.67 |
| EXPWITHRESP | 1.65 | 0.65 | 0.67 |
| MAINGOAL | 0.83 | 0.00 | - |
| N | 121 | 155 ^a | 150 |

Note: N refers to the number of 'active' interviewers who completed the interviewer fiche.

^a N = 147 for variables OTHERJOB, ESSEXP, and IMPCONTACT_IDENTIFY through IMPOST_APPOINTMENT due to the raw answers of questions Q6 and Q8, and the answers to question Q17 (unlike most other questions) not being coded at the time of receiving the interviewer fiches while the original fiches have not been saved for eight interviewers.

The most striking observation is that the interviewers frequently skipped yes/no questions prior to contingency questions (OTHERJOB, ESSEXP, UNIGOVEXP, and F2FEXP). The yes/no question on previous ESS experience, for example, was skipped by almost one in three interviewers. In those cases where the contingency (if "Yes") questions were answered, the answer to the yes/no question should clearly have been "Yes". Cases where both the yes/no question and the contingency (if "Yes") questions are left unanswered are ambiguous. Did the interviewer mean to say "No", making the contingency question irrelevant, or did the interviewer simply skip the question entirely?

The interviewers frequently skip the yes/no question even if they answer the contingency questions, and skip few other questions. Even if it is remarkable that the interviewers do this in this way, we assume that the former scenario is most likely. For this reason, a missing value for a yes/no question is recoded into a "Yes" or a "No" as suggested by the (lack of) answers to the contingency questions. The respective cleaned variables OTHERJOB, ESSEXP, UNIGOVEXP, and F2FEXP therefore do not have any remaining missing values.

Few other questions produce many missing answers. In round 5, the proportion of missing answers exceeds 5% only for question Q11 on training (TRAINING). This proportion is of a similar magnitude in round 6. In round 7, the proportion of missing answers is substantial only for question Q12 on general interviewer training (GENTRAINING_2YN), with 8% of the interviewers skipping this question entirely whereas the proportion of missing answers is lower for question Q13 on project-specific briefings (SPECTRAINING_2YN). There are more interviewers who never had any general interviewer training than there are interviewers who never had any project-specific briefing, and those interviewers may have skipped the open-ended numeric question instead of filling in zero.

Remarkable in round 6 is also the number and pattern of missing answers to question Q17 on response-enhancing strategies (IMPCONTACT_IDENTIFY, IMPREFUSE_IDENTIFY, ...). The proportion of missing answers is generally low for the nine strategies with regard to achieving high contact rates (about 2-7%), higher with regard to achieving high cooperation rates (about 10-14%), and even higher with regard to limiting costs (about 14-16%). The same question Q17 in round 5 did not produce nearly as much nor this same clear pattern of missing answers. The adapted question Q17 and Q18 on response-enhancing strategies in round 7 produce far fewer missing answers (about 1-2%).

2.1.3.4 Correct answers

Correctness of the interviewer fiche data can be evaluated by comparing reported age, gender, and ESS experience to administrative records. Administrative records on age and gender are obtained from the fieldwork agency. Administrative records on ESS experience, on the other hand, are directly available from the interviewer data from the previous rounds (round 5 and 6).

Although the interviewer's age and gender are very simple characteristics that are expected to be correctly reported, some deviations from the administrative records can be observed (Table 7).

Table 7: Age and gender in the interviewer fiche vs. administrative records, round 5 - 7

| | Round 5 | Round 6 | Round 7 |
|-----------------------------------|------------------|------------------|---------|
| | % | % | % |
| Same age, up to 1-year difference | 73.95 | 91.56 | 68.00 |
| Same age, up to 2-year difference | 95.80 | 92.86 | 92.00 |
| Same gender | 98.32 | 100.00 | 100.00 |
| N | 119 ^a | 154 ^b | 150 |

Note: N refers to the number of 'active' interviewers who completed the interviewer fiche.

^a N = 119 due to (partially) missing administrative records.

^b N = 154 due to missing data in the interviewer fiche.

There are two interviewers in round 5 for whom gender reported in the interviewer fiche is different from administrative gender. There are five interviewers in round 5, 11 interviewers in round 6 and 11 interviewers in round 7 for whom age reported in the interviewer fiche is at least two years less or two years more than administrative age. Some of the (small) age differences in round 5 and 7 may have resulted from the there being a large gap between the start date of the fieldwork and the date on which the data processing was finalized.

Although the administrative records are used as a benchmark, they may not be perfectly reliable either. Whether the deviations are due to errors in the interviewer fiche data or errors in the administrative records cannot be straightforwardly inferred.

Deviations from administrative records are even more prevalent for ESS experience (Table 8). Overreporting occurs much more frequently than underreporting in each round. In addition, in round 7, incorrect reporting about round 5 is much higher than incorrect reporting about round 6. This would suggest that incorrect reporting occurs more frequently for rounds which took place further in the past. Incorrect reporting about round 5 is nonetheless of a similar magnitude in round 6 and 7, which would suggest that incorrect reporting is higher when a different fieldwork agency is contracted (round 5 compared to round 6 and 7).

Table 8: ESS experience in the interviewer fiche vs. administrative records, round 6 - 7

| | Round 6 | Round 7 | |
|--|-----------------------|-----------------------|-----------------------|
| | Round 5 experience | Round 6 experience | Round 5 experience |
| | % | % | % |
| Correctly reported experience | 75.51 | 92.67 | 75.33 |
| No experience reported but in administrative records (underreporting) | 2.72 | 2.00 | 2.67 |
| Experience reported but not in administrative records (overreporting) | 21.77 | 5.33 | 22.00 |
| N | 147 ^a | 150 | 150 |

Note: Actual ESS experience is only retrieved for round 5 and 6.

Note: N refers to the number of 'active' interviewers who completed the interviewer fiche.

^a N = 147 due to question Q8 (unlike most other questions) not being coded at the time of receiving the interviewer fiches while the original fiches have not been saved for eight interviewers.

In round 6, the interviewer fiche suggests that more than half of the interviewers (54%) had been involved in round 5, while the administrative records show that only about one in three interviewers (34%) was actually involved in this round. Similarly in round 7, the interviewer fiches suggested that about half (47%) had been involved in round 5, while the administrative records show that about one in four interviewers (27%) were actually involved in this round. Because of the lower frequency of incorrect reporting in round 7 with regard to the previous round 6, the proportion estimated from the interviewer fiche (62%) is not too far from the actual proportion of interviewers involved in the previous round 6 (59%).

2.2 Interviewer survey

2.2.1 Interviewer survey questionnaire development

The interviewer survey (also referred to as ‘drop-off questionnaire’) was initially developed in round 5 (Appendix 8). The Belgian national team wanted to find an explanation for the unsatisfactory progress of the round 5 fieldwork in feedback from the interviewers on the fieldwork and in their workload for other survey projects during the fieldwork period. The questionnaire was partially redesigned in round 6 (Appendix 9) and again in round 7 (Appendix 10). The core topics of the original questionnaire, namely fieldwork evaluation and interviewer workload, have remained a central part of the questionnaire. The round 7 questionnaire further attempts to cover relevant interviewer attitudes and motivations.

Three important sources of inspiration for the round 7 questionnaire development were (a) the interviewer survey implemented in Belgium in round 5 and 6, (b) the questionnaire for interviewers developed by Blom and Korbmacher (2011) to study interviewer effects in the Survey of Health, Ageing and Retirement in Europe (SHARE), and (c) the ESS main questionnaire (European Social Survey, 2014). The fieldwork agency also provided some useful suggestions. The round 7 source questionnaire for the interviewer survey was first drawn-up in Dutch and subsequently translated into French. Whenever possible, existing question translations were used.

An overview of the questions included in the interviewer survey is presented in Table 9 (p. 23-24).

The interviewer survey includes a set of sociodemographic characteristics and five sets of role-dependent characteristics (covering experience, workload and time pressure, attitudes related to response, reported adherence to standardized interviewing, and motivations), as well as questions to evaluate the fieldwork. The sociodemographic characteristics were included primarily to construct and explore the socio-demographic profile of the interviewer workforce. The role-dependent characteristics, on the other hand, were specifically expected to relate to interviewer task-related behaviour.

The following paragraphs provide some further details about the choice of questions and question formats for the round 7 interviewer survey.

Table 9: Question topics in the interviewer survey, round 5 - 7

| | Round 5 | Round 6 | Round 7 |
|--|---------|---------|---------------------|
| Sociodemographic characteristics | | | |
| Age | I2 | I2 | - |
| Year of birth | - | - | Q24 |
| Gender | I3 | I3 | Q23 |
| Education level | I4 | I4 | Q25 |
| Education level (degrees) | - | - | Q26 |
| Activities, last month | - | - | Q27 ^a |
| Main activity | - | - | Q28 ^a |
| Current job (title) | - | - | Q29 ^a |
| Current job (job content) | - | - | Q30 ^a |
| Current education | - | - | Q31 |
| Nationality | - | - | Q32 ^a |
| Ancestry | - | - | Q33-35 ^a |
| Feelings about household income | - | - | Q36 ^a |
| Experience | | | |
| General interviewer experience | - | - | Q1 |
| Workload and time pressure | | | |
| ESS workload (hours) | - | - | Q5 ^b |
| Other survey workload | S | S | - |
| Other survey workload (projects) | T | T | Q9 |
| Other survey workload (clients, fieldwork agencies, start date, end date, sample units, interviews, interview durations, payments per interview, evaluations fieldwork, evaluations payment) | U | - | - |
| Other survey workload (clients, fieldwork agencies, weeks, sample units, interviews, payments per interview, evaluations fieldwork, evaluations payment) | - | U | - |
| Other survey workload, surveys similar in design to ESS (projects) | - | - | Q10 ^c |
| Other survey workload, surveys similar in design to ESS (sample units) | - | - | Q11 ^{cd} |
| Other survey workload, surveys different in design to ESS (interviews) | - | - | Q12 ^{cd} |
| Total survey workload (hours per week) | - | - | Q13 |
| Multiple fieldwork agencies | - | - | Q14 ^e |
| Time pressure (due to survey work) | - | - | Q15 ^f |
| Evaluation of available free time | - | - | Q22 ^g |

^a Question(s) (adapted) from European Social Survey (2014).

^b Question(s) (adapted) from Blom and Korbmacher (2011).

^c Distinction made between surveys that are similar in design to ESS (address-based sample and face-to-face interviews) and surveys that are not (non-random sample and/or telephone interviews), as suggested by the fieldwork agency.

^d Questions Q11-Q12 in round 7 ask for summary numbers and replace the detailed overview of number of sample units and interviews in question U in round 5 and 6.

^e Question suggested by the fieldwork agency.

^f Question(s) adapted from Roxburgh (2002).

^g Question(s) adapted from Carton, Vander Molen & Pickery, 2014.

^h Question(s) adapted from Lemay and Durrand (2005).

ⁱ Question(s) (adapted) from Japac (2008).

^j All answer categories labelled and "Not applicable" option added.

Table 9: Question topics in the interviewer survey, round 5 - 7 (continued)

| | Round 5 | Round 6 | Round 7 |
|--|---------|---------------------|------------------|
| Attitudes related to contacting and obtaining cooperation | | | |
| Attitudes towards persuading R and tailoring | - | - | Q16 ^b |
| Fieldwork success attribution | - | - | Q17 ^h |
| Social trust | - | - | Q20 ^a |
| Concerns about data protection | - | - | Q21 ^b |
| Reported interviewing behaviour | | | |
| Interviewing behaviour if R does not understand the question | - | J6-J10 ⁱ | - |
| Interviewing behaviour | - | - | Q18 ^b |
| Motivations | | | |
| Importance of survey aspects | - | J1-J5 ⁱ | - |
| Sources of motivation | - | - | Q19 ^b |
| Evaluation of the ESS fieldwork process | | | |
| Easy or difficult to contact R, persuade R, complete interviews | A1-A3 | A1-A3 | Q2 ^j |
| Evaluation length of questionnaire | A4 | A4 | - |
| Evaluation payment for ESS interviewer work | A5 | A5 | Q3 |
| Evaluation experience of R | A6 | A6 | Q4 |
| Evaluation refusal conversion | A7-A8 | - | - |
| Willingness to participate in the future | A9 | A7 | Q6 |
| Willingness to participate in the future (reasons) | A10 | A8 | Q7 |
| Suggestions on the ESS fieldwork | - | - | Q8 |
| General remarks | - | - | Q37 |

^a Question(s) (adapted) from European Social Survey (2014).

^b Question(s) (adapted) from Blom and Korbmacher (2011).

^c Distinction made between surveys that are similar in design to ESS (address-based sample and face-to-face interviews) and surveys that are not (non-random sample and/or telephone interviews), as suggested by the fieldwork agency.

^d Questions Q11-Q12 in round 7 ask for summary numbers and replace the detailed overview of number of sample units and interviews in question U in round 5 and 6.

^e Question suggested by the fieldwork agency.

^f Question(s) adapted from Roxburgh (2002).

^g Question(s) adapted from Carton, Vander Molen & Pickery, 2014.

^h Question(s) adapted from Lemay and Durrand (2005).

ⁱ Question(s) (adapted) from Japac (2008).

^j All answer categories labelled and "Not applicable" option added.

2.2.1.1 Measuring socio-demographic characteristics

The following socio-demographics were included: date of birth (Q24), gender (Q23), education (Q25, Q26, Q31), activities and occupation (Q27-Q30), nationality and ancestry (Q32-Q35), and feeling about household income (Q36).

General education level (Q25) is measured in a way consistent with the interviewer fiche and the interviewer survey in the previous two rounds. The interviewers are asked which level of education they have achieved, from "Higher secondary education not completed" to "University education". In addition to the question measuring general education level, an open question (Q26) asked for the specific diplomas that were obtained in order to further explore the educational background of the interviewers.

Four questions were included in order to collect information about the current occupation of the interviewers. Interviewers are first asked to check all options applying to what they have been doing in the past month (Q27) and then asked to select their main activity (Q28). Questions Q27 and Q28 are slightly revised versions of questions F17a and F17c, respectively, in the ESS main questionnaire. The list of suggested activities covers paid work (as interviewer, in another independent activity, as employee), education, retirement, job search, and household work. Interviewers who have a paid job are subsequently asked to detail the title (Q29) and kind of work (Q30) this job entails. The open questions Q29 and Q30 correspond to questions F33 and F34, respectively, in the ESS main questionnaire. Interviewers who are currently in education, on the other hand, are asked to provide details about their current studies (Q31).

The questions on nationality (Q32), being born in Belgium (Q33), and parents being born in Belgium (Q34 and Q35) are taken from the ESS main questionnaire. These questions were included specifically in this round to explore the effect of (mis)matching between interviewers and respondents on reported attitudes towards migration, to which one of the rotating modules in ESS round 7 is specifically devoted.

The question on feelings about household income (Q36), which corresponds to question F42 in the ESS main questionnaire, was included as a proxy measure for income level.

2.2.1.2 Measuring experience

As an important potential candidate of interviewer performance, the question on general interviewer experience (Q1) is repeated from the interviewer fiche. In addition, the types of survey projects involved in during the ESS fieldwork, as described in the following paragraphs, may suggest different kinds of experience (e.g. heavily involved in commercial survey projects versus involved in high-standard academic or governmental survey projects only) which may be relevant in addition to the general experience level.

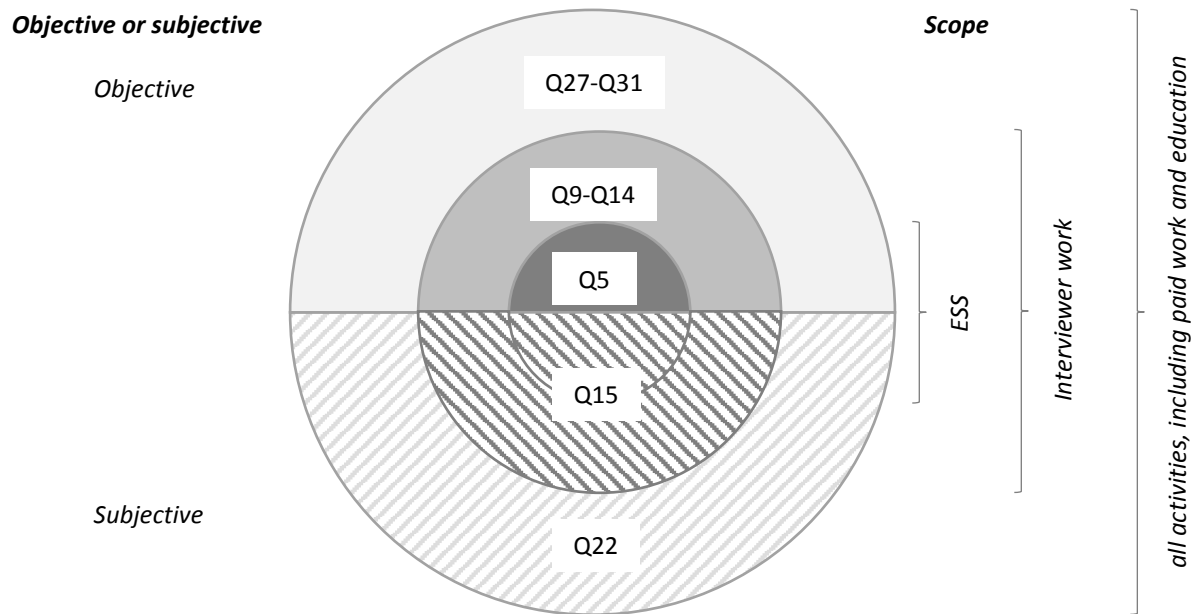
2.2.1.3 Measuring workload and time pressure

Even if interviewers are sufficiently capable of performing their tasks, they may not be very committed if they are involved in other survey projects or have other responsibilities which demand a lot of their time and effort. Interviewers are usually working on a number of survey projects, possibly from different fieldwork agencies, and many of them combine the job as survey interviewer with a full-time or part-time job elsewhere.

Workload may further be evaluated in a subjective as well as an objective sense, as the extent to which responsibilities are experienced as burdensome is not necessarily a deterministic function of objective workload. Some interviewers might be able to handle large workloads efficiently without perceiving them as particularly burdensome, while others are not.

The interviewer survey in round 5 and 6 included objective measures of survey work only. The interviewer survey in round 7 (Figure 1, p. 26) extends the ‘workload’ concept to include ‘subjective’ measures, and other work and responsibilities.

Figure 1: Measurement of interviewer workload in the interviewer survey, round 7



Two core measures of the amount of ESS-related objective workload are derived from the distribution of sample units among the interviewers: the number of sample units assigned and the number of realized interviews. In addition, Q5 was included to measure the actual amount of work (in hours) that resulted from the total assignment size.

A number of questions were included to measure the amount of work interviewers did on other survey projects during the ESS fieldwork. Interviewers were asked how many other projects they were involved in (Q9), and how many of these were similar in design to ESS (Q10). A distinction is made between projects similar in design to ESS (random sample of addresses and face-to-face interviews) on the one hand and other projects (non-random sample and/or interviews conducted by telephone) because the two project types have a different workload base. In projects such as ESS, a considerable amount of time is spent on contacting people and thus the valid measure of workload is the number of sample units assigned (Q11). In projects where interviews are conducted by telephone and in projects where people are approached by interviewers based on convenience or quotas instead of a pre-drawn probabilistic sample, the number of sample units is less informative because the amount of time spent on contacting people is negligible. For such projects, the number of completed interviews (Q12) best captures the interviewers' workload.

Only the total number of sample units and the total number of interviews were asked for. This aggregate approach to measuring workload is different from the approach in round 5 and 6. In round 5, the interviewer survey asked for detailed information, including the number of sample units and completed interviews, on all survey projects the interviewers had been involved in during the ESS fieldwork. The same implementation was envisioned for round 6 but due to a mistake in the programmed interviewer survey, this detailed information was collected only for the first two survey projects.

Although assignment sizes may well represent workload, interviewers with assignments of equal size do not necessarily need the same amount of time. Question Q13, on the number of hours per week spent working on interviewer work, is therefore included as an alternative objective measure of survey workload.

As the interviewers work independently and are not bound to any particular fieldwork agency, they can combine survey projects from different fieldwork agencies. Question Q14 asks whether the interviewers actually do work for multiple fieldwork agencies. The primary goal of this question is to assess the possibility of obtaining information about involvement in other projects from the contracted fieldwork agency. If many interviewers work only for the one fieldwork agency, the fieldwork agency's administrative records on survey project involvement would provide accurate measures of workload related to survey work. On the other hand, if interviewers work for multiple fieldwork agencies, such administrative records provide only partial information. A secondary goal of question Q14 is to route interviewers to the right version of Q15, which refers to the employer either in singular (if the interviewer works for just one fieldwork agency) or in plural (if the interviewer works for multiple fieldwork agencies).

Questions Q27 to Q31 are about the interviewers' current occupation (see Subsection 2.2.1.1 'Measuring socio-demographic characteristics', p. 24) and capture other than interviewer work which may additionally burden interviewers, including paid work and education.

In addition to these objective workload measures, the subjective workload dimension is covered by a time pressure scale and a question on the satisfaction with the amount of free time. The time pressure scale in the matrix question Q15 is inspired by the time pressure scale of Roxburgh (2002). Five items were included and adapted to the context of interviewer work. Interviewers were asked to describe the extent to which they agreed with each of the items (e.g. "I feel like too much is expected of me by the fieldwork agency") on a five-point labelled scale from "Completely agree" to "Completely disagree". Question Q22 on the satisfaction with the amount of free time available is inspired by a question in the Survey of Social-Cultural Changes of the Flemish Government (Carton, Vander Molen & Pickery, 2014).

This unique set of workload-related interviewer characteristics, possibly in relation to experience-related interviewer characteristics can be used to create a typology of interviewers related to fieldwork performance. A possible categorization might distinguish 'casual' interviewers (spending a few hours a week on interviewer work), 'selective high-standard' interviewers (doing only academic and governmental survey projects) and 'professional' interviewers (working full-time as an interviewer, irrespective of the kind of survey projects).

2.2.1.4 Measuring attitudes related to contacting and obtaining cooperation

Research shows that interviewers' attitudes related to contacting and obtaining cooperation may affect the response rates they are actually able to achieve. Lehtonen (1996) developed a small scale consisting of five items to measure interviewers' attitude towards persuading respondents and found that interviewers with a more positive attitude attained higher response rates. Several other studies have confirmed this finding (e.g. Hox & De Leeuw, 2002; Lemay and Durand, 2002; Blohm, Hox & Koch, 2006; Blom, de Leeuw & Hox, 2010; Durrant, Groves, Staetsky & Steele, 2010), providing strong empirical evidence for the relevance of interviewer attitudes to fieldwork performance.

The eight items on persuading respondents from Blom and Korbmacher (2011), and two items on adapting to the situation at the doorstep from Blom, de Leeuw & Hox (2010), were therefore included in the interviewer survey (Q16). The matrix further includes an item on offering respondents incentives on own initiative. The Belgian national team suspected that some interviewers offer small incentives (such as scratch cards) in order to boost their response rates and thus their income. The 11 items are measured on a five-point labelled scale from “Completely agree” to “Completely disagree”.

A second attitudinal dimension that may be relevant to fieldwork performance is external success attribution. Lemay and Durrand (2002) show that interviewers who attribute the cooperation decision of respondents to factors out of their own control (e.g. questionnaire length and survey sponsor reputation) were less successful than interviewers who attribute this decision to their own skill. This result suggests that interviewers who feel in control of their chances of success may act more strongly upon the factors that are within their control. By paying close attention to their appearance and strategies when approaching people, they may be more likely to succeed in gaining cooperation.

Question Q17 attempts to capture external success attribution by offering six factors which may contribute to the decision of respondents to participate. Three factors are out of the control of the interviewers (length and subject of the questionnaire, reputation of the client organization), and three factors within their control (social skills, enthusiasm, learned persuasion strategies). Interviewers are asked to pick those factors (to a maximum of three) which they think contribute most to success in the field.

Trust is a third potentially relevant attitudinal dimension. Based on the maxim ‘do as you would be done by others’, Blom and Korbmacher (2011) propose that interviewers who are trusting might be better at convincing people to participate and to provide complete answers to (sensitive) questions.

Two questions that relate to trust are included in the interviewer survey. Question Q20 reproduces the general social trust question (A3 in the ESS main questionnaire). The interviewers are asked whether they think “Most people can be trusted” or “You can’t be too careful” on an 11-point scale. Question Q21 asks about interviewers’ concerns with data protection, a trust issue more specific to the survey context (Blom and Korbmacher, 2011).

2.2.1.5 Measuring interviewing behaviour

ESS interviewers are expected to adhere to the principles of standardized behaviour (European Social Survey, 2015) so as to ensure that differences in the answers of respondents reflect differences between respondents’ attitudes and not differences in the way the questions were phrased or the answers recorded. Client organizations have control over the instructions that interviewers *ought* to follow and their project briefing, but not over their actual interviewing behaviour.

Question Q18 therefore proposes nine behaviours in which the interviewers may engage during a survey interview. Examples of interviewing behaviours that deviate from standardization are changing questions and suggesting answers. For each behaviour, interviewers are asked whether they “Always”, “Usually”, “Sometimes”, or “Never” do this. The items are taken from the questionnaire by Blom and Korbmacher (2011). Item 5 (“If I suspect from the course of the interview what an answer will be, I suggest this answer”) is added as a slightly less strong variation of “I complete the answer myself”. Because interviewers would tend to overreport what they know is desirable, the items are phrased to avoid desirable responding as much as possible.

2.2.1.6 Measuring sources of motivation

Interviewers may be motivated to do interviewer work for different reasons. Payment is one possible source of motivation. Job legitimacy is another. Q19 therefore proposes eight possible sources of motivation taken from Blom and Korbmacher (2011), with the addition of item 8 (“Possibility to be in situations one otherwise could not experience”). Interviewers are asked how important each type of motivation is on a five-point labelled scale from ‘Very unimportant’ to “Very important”.

2.2.1.7 Measuring the interviewers’ evaluation of the ESS fieldwork process

Questions Q2-Q4 and Q6-Q8 are included in order to evaluate the fieldwork from the point of view of the interviewers, and to compare this evaluation to the previous round 5 and 6. The questions cover difficulty of the interviewer tasks (Q2), payment (Q3), experience of respondents (Q4), willingness to work for ESS in the future (Q6). In order to compare the answers over different rounds, only some minor adaptations were made to the round 6 questions, namely the labelling of the middle answer categories and the addition of a “Not applicable” option in question Q2.

The interviewers were encouraged to expand upon their responses and/or provide feedback on issues not covered in the survey. Interviewers unwilling to participate in the future or uncertain were asked to clarify their reluctance (Q7). Moreover, all interviewers were asked for suggestions for improvement (Q8) and any other comments (Q37).

2.2.2 Interviewer survey implementation

A first version of the round 7 questionnaire was sent to the fieldwork agency on 10 November 2014. The questionnaire was scripted by the fieldwork agency in web format. The first scripted version of the round 7 interviewer survey was completed on 8 December 2014 and was checked in the following days. Several remarks were made regarding deviations in the text on screen resulting from the script being adapted from the previous round 6 version without too much attention to changes. The scripted version was accepted on 16 December 2014 after some corrections. As planned, the fieldwork agency sent a request to participate via e-mail on 16 December 2014 to all 150 interviewers who had completed at least one interview during the course of the fieldwork. An e-mail reminder followed on 22 December and 30 December 2014 to all interviewers who had not completed the survey yet. The interviewer survey was closed on 4 January 2015.

As the request to participate (and the two reminders) was sent by the survey agency, the interviewers were encouraged, even if not required, to complete the survey. Five interviewers did not complete the survey and were contacted by the fieldwork agency. One interviewer had stopped working as an interviewer, and four did not see the point because they had only completed one interview in ESS round 7. Five interviewers completed the survey more than once. These interviewers may have been concerned that the questionnaire they had completed might not have been properly received (e.g. reminder received before but read only after completing the survey).

The first data file was received from the fieldwork agency on 23 January 2015. Corrected versions of the data file were received on 30 January 2015 (without doubles) and 9 February 2015 (including year of birth instead of age). For interviewers from whom more than one completed questionnaire was received, the last one was retained.

2.2.3 Data cleaning and evaluation of the interviewer survey data quality

Because the interviewer survey was implemented in web format, invalid and missing answers are limited by design and little data cleaning was necessary. Only the data from the open-ended questions on the specific degrees obtained (C26), and job title and content (Q29 and Q30) required some ‘cleaning up’ in the form of post-coding. Even if missing data is limited by design, some missing data may result from incomplete open answers and the explicit “Not applicable”, “Don’t know” or “None of the above” options that were provided for some of the closed-ended questions. The following paragraphs describe the post-coding of open-ended questions in the round 7 interviewer survey, and examine the extent of missing and incorrect data.

2.2.3.1 Post-coding of qualification domains

The answers to the open question Q26 on obtained diplomas were coded on the basis of an ad-hoc compiled list of twenty frequently mentioned qualification domains, covering both professionally oriented, which emphasize practical analysis and skills, and academically oriented domains, which emphasize theory and research (Table 10). Only ‘final’ qualifications are coded. As a consequence, general secondary education, which prepares for higher education, is categorized as ‘no qualification’ whereas practice-oriented secondary education is categorized as ‘professional qualification’. The answers of 37 interviewers (26% among the 145 interviewers who completed the interviewer survey) could not be coded due to lack of specific information (e.g. “secondary education”, “bachelor”).

Table 10: Coding scheme qualification domains

| | |
|----|----------------------------------|
| 1 | [A] Economics and management |
| 2 | [A] Psychology and pedagogy |
| 3 | [A] Social sciences |
| 4 | [A] Humanities |
| 5 | [A] Law |
| 6 | [A] Exact sciences |
| 7 | [P] Teaching |
| 8 | [P] Business and informatics |
| 9 | [P] Hotel, catering, and tourism |
| 10 | [P] Marketing, PR and sales |
| 11 | [P] Social work |
| 12 | [P] Administration |
| 13 | [P] Construction and technology |
| 14 | [P] Fashion and visual arts |
| 15 | [P] Nursing |
| 16 | [P] Sports, diet, beauty |
| 17 | [P] Chemistry |
| 18 | [P] Law enforcement |
| 19 | [P] Animal care |
| 20 | [P] Languages |
| 66 | (no final qualification) |
| 88 | (non-codeable open answer) |

Note: Academically oriented domains are indicated by [A] and professionally-oriented domains are indicated by [P].

2.2.3.2 Post-coding of occupations

The answers to the open questions Q29 and Q30 on the specific title and content of another paid job were coded on the basis of the International Standard Classification of Occupations (ISCO-08) scheme. The answers of six interviewers (10% among the 58 interviewers for whom this question was applicable) could not be coded due to lack of specific information (e.g. “manager”, “consultant”).

2.2.3.3 Missing answers

An overview of missing answers, due to explicit “Not applicable”, “Don’t know”, or “None of the above” options, is presented in Table 11.

Table 11: Missing answers in the interviewer survey, round 5 - 7

| Variable | Round 5 Missing % | Round 6 Missing % | Round 7 Missing % |
|----------------------------------|-------------------------|-------------------------|-------------------------|
| EASECONTACT_ESS ^{ab} | 0.00 | 0.00 | 1.38 |
| EASEPERSUADE_ESS ^{ab} | 0.00 | 0.00 | 1.38 |
| EASEINTERVIEW_ESS ^{ab} | 0.00 | 0.00 | 0.69 |
| GOODPAYMENT_ESS ^a | 4.00 | 1.29 | 0.69 |
| RESPEXP_ESS ^a | 5.00 | 5.81 | 0.69 |
| TIMESPENT_ESS ^c | - | - | 53.79 |
| NPROJECTS ^c | 4.00 | 0.00 | 6.21 |
| PROJ1_NWEEKS ^c | - | 10.77 | - |
| PROJ2_NWEEKS ^c | - | 8.70 | - |
| PROJ1_NUNITS ^c | 34.52 | 26.15 | - |
| PROJ2_NUNITS ^c | 34.67 | 21.74 | - |
| PROJ1_NINTERVIEWS ^c | 32.14 | 4.62 | - |
| PROJ2_NINTERVIEWS ^c | 34.67 | 4.35 | - |
| PROJ1_LENGTH ^c | 19.05 | - | - |
| PROJ2_LENGTH ^c | 22.67 | - | - |
| PROJ1_PAYMENT ^c | 23.81 | 20.00 | - |
| PROJ2_PAYMENT ^c | 29.33 | 13.04 | - |
| NPROJECTS_ESSLIKE ^c | - | - | 6.21 |
| NUNITS_ESSLIKE ^c | - | - | 24.83 |
| NINTERVIEWS_OTHER ^c | - | - | 20.00 |
| HOURSPERWEEK ^c | - | - | 26.90 |
| IMPPARTICIPATE_NONE ^d | - | - | 0.69 |
| MAINACTIVITY ^d | - | - | 2.07 |
| N | 100 ^e | 155 ^f | 145 |

^a Missing answers are due to “Did not participate in similar research in 2014”.

^b No “Did not participate in similar research” option was included in round 5 and 6.

^c Missing answers are due to “Don’t know”.

^d Missing answers are due to “None of the above”.

^e N = 84 for the project 1 variables (PROJ1_NWEEKS, PROJ1_NUNITS, PROJ1_NINTERVIEWS, PROJ1_PAYMENT); N = 75 for the project 2 variables (PROJ2_NWEEKS, PROJ2_NUNITS, PROJ2_NINTERVIEWS, PROJ2_PAYMENT).

^f N = 65 for the project 1 variables (PROJ1_NWEEKS, PROJ1_NUNITS, PROJ1_NINTERVIEWS, PROJ1_PAYMENT); N = 46 for the project 2 variables (PROJ2_NWEEKS, PROJ2_NUNITS, PROJ2_NINTERVIEWS, PROJ2_PAYMENT).

Item nonresponse is problematically high for the open numeric questions on workload. In round 7, more than one in two interviewers did not provide an answer to the question on the total amount of time spent working on ESS (TIMESPENT_ESS). It may indeed be difficult to estimate this amount, as well as the total number of sample units assigned in projects similar in design as ESS (NUNITS_ESSLIKE) and the total number of completed interviews in projects with telephone interviews and/or non-probabilistic samples (NINTERVIEWERS_OTHER). It is doubtful, however, that one in four interviewers is unable to estimate average weekly hours spent on interviewer work (HOURSPERWEEK). The high levels of item nonresponse for these questions may be due to lack of motivation to provide accurate estimates. Alternatively or in addition, it may be due to unwillingness of the interviewers to be very transparent about what they do and how much time it takes them.

A similar amount of item nonresponse to workload questions is observed for round 5 and 6. The level of missing data is substantial for the length of each survey project involved in (round 6), the number of sample units assigned (round 5 and 6), the number of interviews completed (round 5), the length of the interviews (round 5), and the payment received per completed interview (round 5 and 6).

2.2.3.4 Correct answers

Correctness of the interviewer survey data is also evaluated by comparing reported age and gender to administrative records obtained from the fieldwork agency. A few deviations are observed (Table 12). There are two interviewers in round 5 for whom gender reported in the interviewer survey is different from administrative gender. There are two interviewers in round 5 and ten interviewers in round 7 for whom age reported in the interviewer fiche is at least two years less or two years more than administrative age. There are no such cases in round 6.

These numbers suggest that the round 7 data is of somewhat lower quality than the round 6 data. However, as noted earlier, it is not clear whether deviations are due to errors in the interviewer survey data or errors in the administrative records.

Table 12: Age and gender in the interviewer survey compared to administrative, round 5 - 7

| | Round 5 | Round 6 | Round 7 |
|-----------------------------------|-----------------|---------|------------------|
| | % | % | % |
| Same age, up to 1-year difference | 95.92 | 100.00 | 88.19 |
| Same age, up to 2-year difference | 97.96 | 100.00 | 93.06 |
| Same gender | 97.96 | 100.00 | 100.00 |
| N | 98 ^a | 155 | 144 ^b |

^a N = 98 due to (partially) missing administrative records.

^b N = 144 due to missing data in the interviewer survey.

2.2.3.5 Scale reliability

The interviewer survey in round 7 contains three multi-item scales, namely attitude towards persuading respondents, time pressure, and standardized interviewing. The reliability of the attitudes towards persuading scale (eight items), as estimated by Cronbach's alpha, is poor ($\alpha = 0.41$) due to low correlations between the items (average absolute inter-item correlation is 0.08). The reliability measure can be only slightly improved by dropping the items "Stress voluntary nature" ($\alpha = 0.43$) or "Answers of reluctant R not reliable" ($\alpha = 0.42$).

In addition, attitudes towards persuasion may be multidimensional (e.g. interviewers' ability to persuade, respondents' right not to participate, negative effects on data quality). Previous studies using exploratory factor analysis to identify the subdimensions, have found somewhat different factors (e.g. Hox and de Leeuw, 2002; Blohm, Hox and Koch, 2006), which may be due to slightly different sets of items being included and/or different interviewer groups studied. An exploratory factor analysis on the round 7 ESS interviewer data suggest three subdimensions, which together represent 57% of the variability in the data. A first factor captures a 'can be persuaded' subdimension. Items loadings strongly on this factor are "Even most reluctant R can be persuaded" (0.96) and "Most R participate if right moment" (0.49). A second factor captures a 'should (not) be persuaded because of respondent concerns' subdimension. Items loading strongly on this factor are "Accept refusal if R reluctant" (0.63), "Not repeatedly contact reluctant R" (0.42) and "Stress voluntary nature" (0.41). A third factor captures a 'should (not) be persuaded because of data quality concerns' subdimension. The one item loading strongly on this factor is "Answers of reluctant R not reliable" (0.58). The multidimensional nature of attitudes towards persuading violates the assumptions of Cronbach's alpha as a measure of scale reliability.

The reliability of the full time pressure scale (five items), as estimated by Cronbach's alpha, is acceptable ($\alpha = 0.78$) due to moderately high correlations between the items (average absolute inter-item correlation is 0.41). Dropping any one of the items (except "Given enough time", $\alpha = 0.79$) would lower the reliability measure. In addition, exploratory factor analysis suggests that the scale is unidimensional. An overall measure of time pressure is calculated as the mean over all five items after reversing negative items so that higher values of the overall measure correspond to more time pressure experienced ($M = 2.43$, $SD = 0.71$).

The reliability of the full standardized interviewing scale (nine items), as estimated by Cronbach's alpha, is poor ($\alpha = 0.50$) due to low correlations between the items (average absolute inter-item correlation is 0.11). Dropping any one of the items (except "Speak slower", $\alpha = 0.53$) would only lower the reliability measure.

2.2.3.6 *Remarks from interviewers*

Several comments on the interviewer survey were expressed in the 'additional remarks' box. Some interviewers were displeased with the actual length of the survey, observing that it took half an hour to complete rather than the estimated ten minutes. Others noted some typos and grammatical mistakes. Despite room for improvement in the questionnaire design, the interviewers generally appeared to appreciate the effort of gathering their feedback (with many lengthy clarifications and additions in the open text fields), but, like any other survey respondents, would prefer a short and uncomplicated questionnaire.

2.3 ESS test interviews

In round 5 to 7, the interviewers were required to self-complete the main and supplementary ESS questionnaire in the CAPI system before the ESS briefing. The primary goal of this activity was to familiarize interviewers with the content and structure of the questionnaire. In the second place, additional interviewer data can be derived from this ESS test interview data.

The Dutch-speaking interviewers completed the Flemish ESS questionnaire and the French-speaking interviewers completed the Walloon ESS questionnaire. The pseudo code of the Flemish ESS questionnaire in round 5 can be found in Tirry, Van Nooten & Loosveldt (2011). The Flemish ESS questionnaire of round 6 can be found in Tirry & Loosveldt (2013). Both the Flemish and the Walloon ESS questionnaire of round 7 can be found in Barbier, Wuyts, Italiano & Loosveldt (2016).

Two types of variables could be derived from the ESS test interviews, namely variables related to content and variables related to form. Interviewers were not explicitly asked to answer the questions in a specific way (e.g. truthfully, as if they themselves are respondents to the survey) but many of them may nonetheless have given truthful answers. In that case the ESS test interviews would be an immensely valuable source of information on interviewers' background characteristics, and attitudes and beliefs on various sociological topics. Even though the assumption that interviewers would complete the questionnaire in a truthful way may appear very strong, a comparison based on basic background characteristics that were included in the interviewer survey (Table 13) suggests that most interviewers, at least for this kind of questions, provided truthful answers in the test interviews.

Table 13: Variables in the ESS test interviews compared to interviewer survey, round 5 - 7

| | Round 5 % | Round 6 % | Round 7 % |
|--|-----------------|--------------|------------------|
| Same gender | 87.78 | 94.84 | 88.81 |
| Same year of birth/age, up to 1-year difference | 89.13 | 89.68 | 90.30 |
| Same year of birth/age, up to 2-year difference | 95.65 | 89.68 | 91.04 |
| Same education level | 86.96 | - | 68.66 |
| Same Belgian citizenship indication | - | - | 97.76 |
| Same born in Belgium indication | - | - | 98.51 |
| Same father born in Belgium indication | - | - | 94.03 |
| Same mother born in Belgium indication | - | - | 95.52 |
| same feeling about household income | - | - | 64.18 |
| Same social trust, up to one-point difference on an 11-point scale | - | - | 70.90 |
| N | 92 ^a | 155 | 134 ^b |

^a N = 92 interviewers who completed both the ESS test interview and the interviewer survey without missing data in the relevant variables.

^b N = 134 interviewers who completed both the ESS test interview and the interviewer survey without missing data in the relevant variables.

Even if the answers given by the interviewers are not directly useful, the way in which the questionnaires are completed may give an indication of the level of effort and care with which the interviewers fulfil this task, and indirectly, the actual interviewing task (e.g. Wuyts & Loosveldt, 2016).

2.4 Audio recordings and the interviewing checklist

During the fieldwork, the interviewers were regularly monitored. One important monitoring tool to check (standardized) interviewing behaviour is the audio recording of interviews. The interviewers were requested to make an audio recording of at least one of their interviews so as to ensure that interviewers who deviate strongly from standardized interviewing are identified, and get feedback, receive additional training, or are removed from the project.

Interviewers were requested to record (one of) their first three interviews. Interviewers who were unable to record one of their first three interviews had to be record an interview in their first set. The fieldwork agency forwarded one recording per interviewer to the national team for evaluation.

The recordings of the French speaking and Dutch speaking interviewers were thoroughly assessed by the Walloon and Flemish team, respectively. In most cases, the recording was listened to (quasi)completely, but most attention was paid to specific parts of the questionnaire which were deemed especially difficult. Notes were taken during the listening which formed the basis for feedback. This feedback included both general remarks on the entire interview, such as speaking too fast, making too many comments on answers etc., and specific remarks highlighting errors in dealing with questions, such as errors in wording or (not) reading options. The evaluation resulted in an overall conclusion, “OK” or “important remarks”, which was communicated to the fieldwork agency. In the latter case, the interviewer was either stopped immediately on the ESS project, was requested to provide a new audiotape, or was allowed to continue working taking into account the provided feedback. A technical issue which prevents a thorough assessment of the recording could also result in a second recording being requested. The evaluation of the recordings of the Dutch speaking interviewers was based on a checklist of 29 quality criteria (30 criteria in round 5). The French speaking interviewers, on the other hand, were assessed in general only.

2.4.1 Interviewing checklist for the audio recordings

The checklist for the Dutch speaking interviewers included 29 criteria (30 criteria in round 5) on reading questions (e.g. reading question introductions, reading all questions), answering (e.g. reading “use this card”, not reading answer categories when there is a showcard), probing (e.g. probing at least once in case of “refusal” or “don’t know”), objectivity (e.g. not being suggestive or steering, not giving opinions), way of speaking (e.g. not reading questions too slow or too fast, reading questions clearly), and the interaction with respondents (e.g. giving respondent sufficient time). The criteria are enlisted in Table 14 (p. 38). Each criterion was evaluated dichotomously (“OK” or “not OK”).

With “OK” coded as 0 and “not OK” coded as 1, an overall measure of deviation from standardized interviewing is calculated as the sum over the 29 dichotomous variables. This overall measure thus captures the number of deviating behaviours out of the 29 (or 30 in round 5) criteria ($M = 4.23$, $SD = 3.74$ in round 5, $M = 3.46$, $SD = 3.03$ in round 6, $M = 4.28$, $SD = 3.67$ in round 7). Even though each criterion on itself may have been measured imperfectly, we can assume that interviewers who tend to deviate from the standardized interviewing requirements would achieve higher scores on average than interviewers who strongly adhere to these requirements.

2.4.2 Evaluation of the interviewing checklist for the audio recordings

Although higher scores on the interviewing checklist indicates more deviation from the standardized interviewing requirements, the criteria are somewhat difficult to evaluate consistently.

The main drawback of the checklist is that the yes/no criteria refer to behaviour over the entire survey interview, which leaves a lot of room for subjectivity. Although it is quite obvious to observe whether the introduction is read or not, it is far less obvious to observe whether the showcards are consistently referred to or not. If an interviewer forgets to refer to the showcard once, is he or she deviating from the requirement to read “use this card”, or only after he or she fails to refer to the showcard a number of times? If an interviewer leaves out a small word once, is he or she deviating from the requirement to read questions completely, or only after he or she makes many minor changes, or only after he or she makes major changes?

In contrast to reading the introduction, which is either done, or not, all other criteria are evaluated a number of instances or continuously throughout the interview, without specification of the number or severity of deviating instances in order to consider the requirements not met. Especially the requirement to read questions exactly as written is difficult to evaluate on a yes/no basis as this does not allow differentiating between interviewers who make a few minor changes, interviewers who make many minor changes, interviewers who make a few major changes, and interviewers who make many major changes. The key question is not whether an interviewer deviates or not (all interviewers deviate a little bit), but how severely and how consistently he or she deviates.

In addition, some criteria are inherently subjective. When is someone not speaking fluently or speaking unclearly? When is the respondent’s answer unclear? What is too fast, too slow, too loud or too quiet? Different coders would evaluate such criteria somewhat differently.

The way the audio recordings are evaluated may benefit from a revision. Such a revision would have to balance reliability and ease-of-use, the latter being a prerequisite for a common evaluation approach for the Dutch- and French speaking interviewers. An extensive evaluation scheme, with a large number of criteria and differentiation according to severity and consistency of deviations, would produce a more reliable measure of deviation from standardized interviewing, but would require more work, and may therefore not be adopted for the French speaking interviewers. A simpler evaluation scheme, with a small number of criteria, may produce a coarser measure of deviation from standardized interviewing, but may be adopted for the French speaking interviewers as well as the Dutch speaking interviewers.

If a smaller number of criteria are to be retained in a common checklist for both the Dutch- and French speaking interviewers, which criteria are the most important and hence should be selected? A first consideration may be variability between interviewers. Table 14 (p. 38) includes the relative frequency of adhering to each criterion (“OK”). Criteria with very little variability (all or almost all interviewers met the respective standardized interviewing requirement) are shaded. For example, almost none of the interviewers read questions too loud or too quiet, and almost all of them give short confirmations. Those criteria that are so rarely deviated from may not be particularly useful for differentiating between interviewers.

Table 14: Interviewing checklist for the audio recordings, round 5 - 7

| | | Round 5 | Round 6 | Round 7 |
|----|--|---------|---------|---------|
| | Criterion | % | % | % |
| 1 | Reads introduction | 83.33 | 87.91 | 88.75 |
| | Reading questions | | | |
| 2 | Speaks the language of the interview fluently | 98.48 | 100.00 | 92.50 |
| 3 | Reads questions completely | 72.73 | 64.84 | 48.75 |
| 4 | Does not add anything to questions | 74.24 | 83.52 | 67.50 |
| 5 | Reads all applicable questions | 93.94 | 95.60 | 91.25 |
| 6 | Reads introductory sentences before questions | 83.33 | 60.44 | 72.50 |
| 7 | Repeats questions in case of irrelevant or unclear answers or when requested by R | 93.94 | 91.21 | 80.00 |
| 8 | Does not read interviewer instructions | 60.61 | 93.41 | 73.75 |
| | Answering | | | |
| 9 | Reads "use this card" | 92.42 | 94.51 | 85.00 |
| 10 | Does not read showcards | 59.09 | 61.54 | 66.25 |
| 11 | Asks for additional explanation in case answer is not one of the available options | 80.30 | 64.84 | 71.25 |
| 12 | Does not provide example answers | 81.82 | 73.63 | 82.50 |
| 13 | Does not read "refusal", "don't know", and "other" | 98.48 | 98.90 | 98.75 |
| 14 | Does not read additional options within brackets | 98.48 | 97.80 | 97.50 |
| 15 | Reads all options in case no show card available | 65.15 | 80.22 | 66.25 |
| | Probing | | | |
| 16 | Probes at least once in case of "refusal" or "don't know" | 84.85 | 95.60 | 97.50 |
| 17 | Probes at least once in case off all-that-apply questions | 68.18 | 70.33 | 85.00 |
| | Objectivity | | | |
| 18 | Is not suggestive or steering | 77.27 | 71.43 | 77.50 |
| 19 | Does not give his/her opinion | 95.45 | 96.70 | 96.25 |
| 20 | Asks R to interpret question him/herself in case R asks for explanation | 84.85 | 93.41 | 78.75 |
| | Way of speaking | | | |
| 21 | Does not read questions too slow or too fast | 90.91 | 97.80 | 83.75 |
| 22 | Does not read questions too loud or too quiet | 100.00 | 100.00 | 98.75 |
| 23 | Reads questions clearly | 95.45 | 95.60 | 93.75 |
| 24 | Is agreeable to listen to | 87.88 | 96.70 | 93.75 |
| 25 | Reads all questions in the same way, without apology | 96.97 | 94.51 | 95.00 |
| | Interaction with respondents | | | |
| 26 | Gives R sufficient time to answer | 98.48 | 94.51 | 93.75 |
| 27 | Gives short confirmations | 93.94 | 100.00 | 100.00 |
| 28 | Is friendly and interested | 95.45 | 100.00 | 97.50 |
| 29 | Does not give value judgements, approvals, disapprovals | 93.94 | 98.90 | 98.75 |
| | N | 66 | 91 | 80 |

As noted earlier, the evaluation of the audio recordings of the interviewers resulted in an overall conclusion, “OK” or “important remarks”. The association between adhering to each criterion and this overall conclusion may be a second consideration for selecting criteria for a shorter interviewing checklist that may be adopted to evaluate both the Dutch- and the French speaking interviewers.

Table 15 presents a break-down of the relative frequency of adhering to each criterion according to the overall audio recording conclusion (“OK” versus “important remarks”) for round 7.

Table 15: Interviewing checklist and overall conclusion of the audio recordings, round 7

| | Criterion | “OK” interviewers | “important remarks” interviewers |
|----|---|----------------------|--|
| | | % | % |
| 1 | Reads introduction | 93.33 | 75.00 |
| | Reading questions | | |
| 2 | Speaks the language of the interview fluently | 93.33 | 90.00 |
| 3 | Reads questions completely | 65.00 | 0.00 |
| 4 | Does not add anything to questions | 76.67 | 40.00 |
| 5 | Reads all applicable questions | 95.00 | 80.00 |
| 6 | Reads introductory sentences before questions | 80.00 | 50.00 |
| 7 | Repeats questions in case of irrelevant or unclear answers or when requested by R | 86.67 | 60.00 |
| 8 | Does not read interviewer instructions | 76.67 | 65.00 |
| | Answering | | |
| 9 | Reads “use this card” | 93.33 | 60.00 |
| 10 | Does not read showcards | 76.67 | 35.00 |
| 11 | Asks for additional explanation in case answer is not one of the available options | 83.33 | 35.00 |
| 12 | Does not provide example answers | 91.67 | 55.00 |
| 13 | Does not read “refusal”, “don’t know”, and “other” | 98.33 | 100.00 |
| 14 | Does not read additional options within brackets | 96.67 | 100.00 |
| 15 | Reads all options in case no show card available | 78.33 | 30.00 |
| | Probing | | |
| 16 | Probes at least once in case of “refusal” or “don’t know” | 100.00 | 90.00 |
| 17 | Probes at least once in case off all-that-apply questions | 91.67 | 65.00 |
| | Objectivity | | |
| 18 | Is not suggestive or steering | 86.67 | 50.00 |
| 19 | Does not give his/her opinion | 98.33 | 90.00 |
| 20 | Asks R to interpret question him/herself in case R asks for explanation | 83.33 | 65.00 |
| | Way of speaking | | |
| 21 | Does not read questions too slow or too fast | 95.00 | 50.00 |
| 22 | Does not read questions too loud or too quiet | 98.33 | 100.00 |
| 23 | Reads questions clearly | 95.00 | 90.00 |
| 24 | Is agreeable to listen to | 91.67 | 100.00 |
| 25 | Reads all questions in the same way, without apology | 93.33 | 100.00 |
| | Interaction with respondents | | |
| 26 | Gives R sufficient time to answer | 98.33 | 80.00 |
| 27 | Gives short confirmations | 100.00 | 100.00 |
| 28 | Is friendly and interested | 98.33 | 95.00 |
| 29 | Does not give value judgements, approvals, disapprovals | 100.00 | 95.00 |
| | N | 60 | 20 |

For 13 criteria there is a significant difference between those interviewers that were overall evaluated as “OK” and those interviewers with “important remarks”. The interviewers with important remarks were significantly more likely to change the questions, and significantly less likely to read introductory sentences, to repeat the question if necessary, to use the showcards correctly, to read all options if necessary, to ask for additional explanation if necessary, to probe all-that-apply questions, to speak at an appropriate pace and to give the respondent sufficient time to answer.

For many other criteria, on the other hand, interviewers with “important remarks” deviate to a similar extent as “OK” interviewers. Put differently, a number of criteria do not really weigh on the overall conclusion of the evaluation. These are probably less important criteria and may be candidates for omission from the interviewing checklist.

2.5 Conclusions and recommendations

Based on the evaluation of the interviewer fiche, the interviewer survey, the ESS test interviews, and the audio recording evaluations as instruments of (para)data collection, we may draw a few conclusions and recommendations. The recommendations may help to improve the instruments that are being used to collect interviewer data in ESS round 8 in Belgium and future rounds.

With regard to the **interviewer fiche**, we may make the following observations and recommendations.

- The format of a freely editable Microsoft Word document hampers coding the data and necessitates quite extensive data cleaning. It is often difficult to discern selected options (if completed via text editor) and to read answers to open-ended questions (if completed by hand). The ambiguity about how questions should be answered exacerbates the trouble of coding and cleaning the data. For example, the interviewers frequently selected multiple answers to some of the questions where only one answer was expected. The interviewer fiche data would be more standardized, and would require less cleaning, if the interviewer fiche would be implemented by a **PDF form or as a web survey** instead of a Microsoft Word document. The expected answer formats could also be made more clear both by adding explicit instructions (“Choose one answer” and “You can select multiple answers”) and by making a visual distinction between one-answer questions (radio buttons) and all-that-apply questions (check boxes).
- The number of invalid and missing values to the **training** questions (Q11-Q13) suggests that the distinction between general interviewer training and project-specific briefings, and the reference to a specific (relatively short) period of two years have helped to collect better training estimates. The training questions could be further improved by adding the clarifications on ‘general interviewer trainings’ versus ‘project-specific briefings’ in-text instead of as a footnote. Additional questions may be considered to capture training particularities such as frequency, intensity, content (e.g. refusal aversion and conversion, rules of standardized interviewing etc.) and format (e.g. role-playing, group discussion). As interviewers may have different interpretations of what constitutes ‘training’ (e.g. some general advice on interviewing is regularly given within a project-specific briefing as well), it may be valuable to get into conversation with the interviewers in order to better understand how they think about their training background.
- The number of missing values to the questions on **the importance of different response-enhancing strategies** (Q17 and Q18) suggests that the original question design was confusing and/or required too much effort. The redesigned questions in round 7, with only nine items instead of 27, require less effort.
- The open questions on **interviewer experience for other face-to-face and/or academic or government surveys** (Q9 and Q10) may be irrelevant if this information can be (more or less reliably) retrieved from the survey agency. Otherwise, these questions may be slightly adapted to clarify which surveys to include under which heading, and to encourage full survey names instead of abbreviations.
- The question on **previous ESS experience** (Q8) may be irrelevant as most of this information (at least for the most recent rounds, which are the most relevant) can be more reliably

retrieved from past rounds' administrative records. With each round, the interviewers may also find it more and more difficult to recollect whether or not they were involved in each of the previous ESS rounds, and overreport their ESS experience.

With regard to the **interviewer survey**, we may make the following observations and recommendations.

- The format of the interviewer survey at the end of the fieldwork period, which standardizes the way in which the interviewers can respond to the questions, requires less coding and data cleaning. While obviously a major advantage, the format (and the resulting lack of missing and invalid answers) also makes it somewhat more difficult to identify potential problems with the questionnaire design.
- It appears hard to collect (even approximate) correct information on the interviewers' workload during the ESS fieldwork. Even though the aggregate approach to collecting **objective workload data** requires fewer numbers to be entered (total number of sample units instead of number of sample units for each project), the missing data problem is worsened due to the added cognitive effort required to construct a total number. The task of estimating total workload over the fieldwork period requires interviewers to remember the details of all the projects they worked on in this period, and unless interviewers are sufficiently motivated to expend the effort, they are unlikely to provide accurate estimates. The workload questions may have to be revised again. There are several options to limit the required cognitive effort. Closed-ended questions with **categories of objective workload** require less cognitive effort but capture less detail and the given options may affect the response distribution. Asking for an actual number for a shorter reference period (e.g. last week, last month instead of the entire fieldwork period) or an estimate for a **'typical' week or month** would also reduce the required cognitive effort. All in all, a questionnaire may not be very well-suited to collect objective workload data and **alternative data sources** may be considered. Objective workload data may be collected either from the fieldwork agency or through a weekly diary. The fieldwork agency keeps administrative data on all the projects and sample units assigned to each interviewer. For interviewers who are not working simultaneously for another fieldwork agency, these data would accurately reflect their workload. A weekly diary, on the other hand, may cover all interviewer work, including projects for other fieldwork agencies. Even though collecting workload data in this way still relies heavily on the motivation and effort of the interviewers, interviewers would only need to recollect the details of the projects they worked on in that particular week. As for the training questions, getting into conversation with the interviewers about what they see as the main components of their 'workload' may also be useful.
- Some of the **measurement scales**, namely the attitudes towards persuasion scale and the standardized interviewing scale, have poor reliability even though they are commonly used in interviewer questionnaires. Given the recent attention for the quality of paradata and the theoretical and empirical relevance (especially of interviewer attitudes towards persuasion), the development of reliable measurement instruments might be a useful exercise in future research.
- Additional questions may be included to capture **discretionary effort and job commitment**.

The ESS Core Scientific Team (CST) developed and intended to coordinate a **cross-national survey among interviewers** in the next ESS round 8 (European Social Survey, 2015). Participating countries would have had the possibility to join the project on a voluntary basis. The possibility to contribute to a cross-national study on interviewer characteristics and their impact on interviewer performance weighed in favour of the project and the Belgian national team agreed to join. The cross-national survey among interviewers has, however, been temporarily postponed as the ESS Ethics Review Board raised some concerns which were very difficult to resolve in time for ESS round 8. The questionnaire that was developed by the Core Scientific Team may still serve as an additional **source of inspiration** for further improvements in the interviewer fiche and interviewer survey of ESS Belgium.

The cross-national survey among interviewers may still be implemented in one of the future ESS rounds. With such a cross-national survey among interviewers, the collection of interviewer information through interviewer surveys at the national level will have to be reconsidered. The content of the CST-recommended survey among interviewers may to some extent overlap with the content of the existing Belgian interviewer survey and/or the interviewer fiche, and one or both would rightly have appeared superfluous. In addition, an additional questionnaire, irrespective of the content, would increase the existing survey burden on the interviewers. These considerations would weigh in favour of discontinuing or limiting the collection of interviewer information through interviewer surveys at the national level. On the other hand, the interviewer information collected by the CST through a cross-national survey among interviewers may not be easily accessible in a timely manner, if at all. For example, without the evaluation of the interviewers' prior experience and training based on the interviewer fiche, there would be more uncertainty about the interviewers' preparedness at the start of the fieldwork.

With regard to the **ESS test interviews**, we may make the following observations and recommendations.

- The ESS test interview is a **useful exercise in and of itself** for the interviewers to familiarize themselves with the content and structure of the questionnaire.
- At the very least, the ESS test interview allows deriving **indicators of effort and carefulness** in the 'task-as-respondent', which can be assumed to relate to effort and carefulness in the actual interviewing tasks.
- The instruction for completing this 'task-as-respondent' has been very general, namely to fill in the questionnaire. We can therefore assume that interviewers did not complete the task in a uniform way. They may have selected answers randomly or with themselves, someone they know, or a 'typical' respondent in mind. It would be desirable from a research perspective if the interviewers complete the ESS test interviews truthfully, as if they are respondents to the survey. The ESS test interviews would then be an immensely valuable source of interviewers' background characteristics, and attitudes and beliefs on various sociological topics, in addition to interviewers' effort and carefulness in the 'task-as-respondent', which can be derived anyway.
- The **instruction for completing this 'task-as-respondent'** can explicitly request (but not require) interviewers to complete the questionnaire as if they are respondents to the survey. The instruction would then also have to provide further reassurance on the confidential treatment of the collected information.

With regard to the **audio recordings** and the **interviewing checklist used to evaluate the audio recordings**, we may make the following observations and recommendations.

- Evaluation of the audio recordings is a time-consuming and rather cumbersome task. It is nonetheless **useful in and of itself** for verifying the interviewers' adherence to standardized interviewing at the start of the fieldwork, providing feedback, and ensuring that interviewers who deviate strongly from standardized interviewing are identified early, get feedback, receive additional training, or are removed from the project
- It would be desirable to have a similar evaluation procedure for French speaking and Dutch speaking interviewers, preferably on the basis of a **common set of criteria**.
- The way the evaluation of the audio recordings is carried out (at least for the Dutch speaking, but preferably for all, interviewers) may benefit from a revision. Such a revision would need to balance limiting the burden on the national team with providing a relevant basis for feedback and collecting reliable indications of the interviewers' adherence to standardized interviewing. There are many approaches to coding interviewer behaviour (see Ongena & Dijkstra, 2006 for an overview) but in choosing an approach, the time needed to code has to be taken into account as well as the desired output of the coding. Coding the entire interview at the level of utterances or question-answer sequences is certainly an interesting exercise. However, for the purpose of evaluating and/or monitoring the interviewers, it is far too time-consuming and cumbersome. A **revised set of criteria** could consist of a relatively small number of interview-level criteria, fewer in number than the current checklist for Dutch speaking interviewers, but with more options for each criterion to **capture frequency/severity** of deviating, instead of a dichotomous "OK" or "not OK". For example, "none", "a few", "some", "many" minor changes to questions, major changes to questions, inadequate probing, etc.

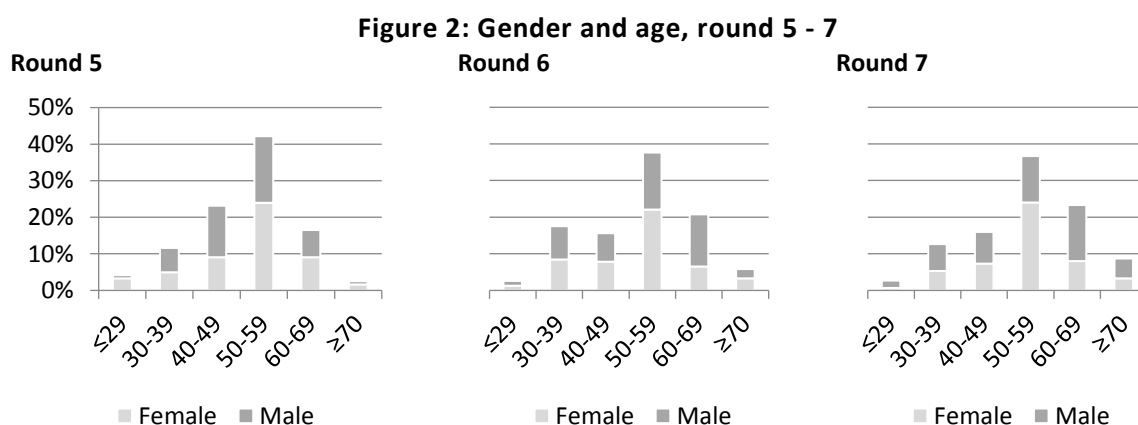
3 The ESS interviewer workforce profile

This section presents an exploratory analysis of the available interviewer data, sketching the interviewer workforce's sociodemographic profile (Subsection 3.1) and its composition in terms of interviewer characteristics that are potentially associated with task-related behaviour, such as interviewer experience (Subsection 3.2, p. 52), training (Subsection 3.3, p. 57), workload (Subsection 3.4, p. 60), attitudes related to contacting and obtaining cooperation (Subsection 3.5, p. 66), reported and observed interviewing behaviour (Subsection 3.6, p. 74), effort in the task-as-respondent (Subsection 3.7, p. 78), and work motivations (Subsection 3.8, p. 80). Subsection 3.9 (p. 81) summarizes the main observations with regard to the ESS interviewer workforce composition. As noted earlier, only the interviewers who conducted at least one interview ('active' in the fieldwork) are included in the analysis.

3.1 Socio-demographics

3.1.1 Gender and age

The joint distribution of gender and age of the interviewer workforce is presented in Figure 2. The figures suggest an overrepresentation of older interviewers in the interviewer workforce and a shift towards the elderly in the past few years. Only a very small number of interviewers are younger than thirty (4% in round 5, 3% in round 6 and 7). The number of interviewers aged sixty or older is large and increasing, from about one in five (19%) in round 5 over one in four (27%) in round 6 to close to one in three (32%) in round 7. This may have been caused both by limited recruitment from the 'younger' age groups and by aging of the existing interviewer workforce.



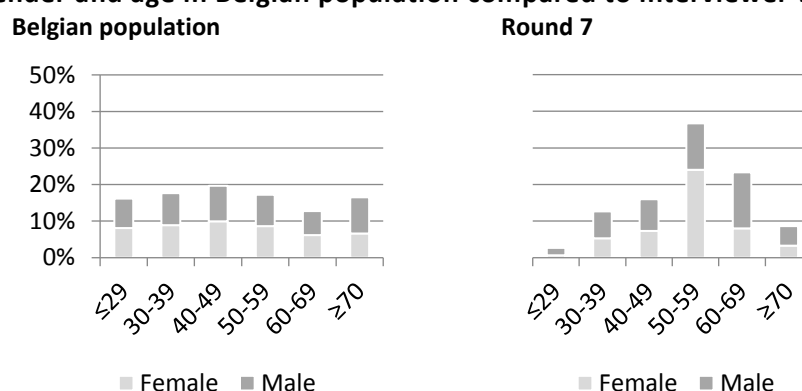
Source: interviewer fiche round 5 (N = 121), round 6 (N = 154, because of 0.65% item nonresponse) and round 7 (N = 150).

Overall, the proportion of male interviewers is slightly higher in round 6 and 7 (51%) compared to round 5 (48%). The joint distribution does not only suggest a larger number of male interviewers in the last two ESS rounds compared to round 5, it shows a relative increase of *older* male interviewers (aged sixty or older). In round 5, only 43% of interviewers aged sixty or older were male. In round 6 and 7 almost two in three interviewers aged sixty or older were male (63-65%). The same shift to a male majority did not occur for the younger age groups. The number of male interviewers has remained approximately constant among the interviewers younger than sixty (45-49%).

The differences between round 5 on the one hand and round 6 and 7 on the other may be due to a different fieldwork agency (with a somewhat different interviewer workforce) being contracted in the latter two rounds.

To put the gender-age distribution of the interviewer workforce in perspective, we can contrast it with the gender-age distribution in the Belgian population in general. Figure 3 presents the joint distribution of gender and age in the Belgian population in general and in the round 7 interviewer workforce. In the Belgian population, the six age groups are about equal in size, with the group of people aged sixty to seventy slightly smaller. Relative to the Belgian population, the younger age groups (people aged younger than forty) are vastly underrepresented in the interviewer workforce whereas the older age groups (people aged fifty to seventy) are overrepresented. This comparison demonstrates more clearly the agedness of the interviewer workforce.

Figure 3: Gender and age in Belgian population compared to interviewer workforce, round 7



Source: Statistics Belgium (2009). Totale residerende bevolking op 1 januari, per jaar (1990-2008), per leeftijdsgroep en -klasse en per geslacht, België.

Retrieved from <http://statbel.fgov.be>

Note: Only Belgian residents aged twenty years or older are included.

To put the gender-age distribution of the interviewer workforce further in perspective, we can contrast it with the gender-age distribution in the interviewer workforce in other ESS countries to check whether the agedness of the workforce is unique to ESS Belgium or common to ESS in general.

Table 16 presents the average age and the gender frequency of the interviewer workforce in each ESS country that participated in at least one of the three past rounds, and for which the interviewer age and gender data are (as good as) complete¹. Belgium is certainly not the only country with an aged interviewer workforce. Almost all countries (21 out of 25 in round 5; 20 out of 28 in round 6; 13 out of 15 in round 7) have an average interviewer age between 40 and 60 years. In the Netherlands and in Denmark the average interviewer age even exceeds 60 years in each round. Younger interviewer workforces are more commonly observed for countries that do not consistently participate in ESS, such as Albania, Italy and Kosovo in round 6. Remarkably, most other ESS countries have an overrepresentation of female interviewers in their interviewer workforce. In particular, more than nine in ten interviewers in ESS Lithuania, Russian Federation and Estonia in round 6 were female.

Table 16: Gender and age in Belgium and other ESS countries, round 5 - 7

| | Round 5 | | | Round 6 | | | Round 7 | | |
|--------------------|---------|-------|--------|---------|-------|--------|---------|-------|--------|
| | Age | | Female | Age | | Female | Age | | Female |
| | Mean | SD | % | Mean | SD | % | Mean | SD | % |
| Albania | - | - | - | 22.91 | 2.38 | 60.38 | - | - | - |
| Austria | - | - | - | - | - | - | 52.53 | 12.94 | 54.55 |
| Belgium | 51.40 | 11.03 | 52.00 | 51.79 | 11.88 | 49.03 | 54.73 | 12.05 | 48.67 |
| Bulgaria | 50.53 | 12.69 | 79.49 | 53.35 | 11.33 | 79.76 | - | - | - |
| Switzerland | 47.09 | 18.10 | 59.65 | 53.43 | 15.24 | 48.57 | 59.19 | 13.77 | 50.00 |
| Cyprus | 47.35 | 12.18 | 76.47 | 47.64 | 12.59 | 64.15 | - | - | - |
| Czech Republic | 51.79 | 14.74 | 75.41 | 50.29 | 14.30 | 62.77 | 50.21 | 16.13 | 65.96 |
| Germany | 58.30 | 9.58 | 44.04 | 57.51 | 10.33 | 37.63 | 56.95 | 11.03 | 40.67 |
| Denmark | 64.32 | 7.00 | 42.22 | 65.73 | 6.34 | 52.43 | 67.06 | 6.08 | 44.32 |
| Estonia | 42.13 | 16.32 | 78.57 | 52.25 | 11.62 | 90.14 | 53.30 | 12.96 | 85.92 |
| Spain | 40.81 | 9.70 | 70.15 | 38.86 | 9.77 | 81.08 | - | - | - |
| Finland | 52.80 | 7.60 | 94.53 | 52.61 | 7.61 | 89.92 | 53.57 | 7.30 | 89.05 |
| France | - | - | 70.20 | 53.62 | 8.46 | 70.30 | 49.89 | 10.47 | 59.85 |
| United Kingdom | 54.85 | 10.42 | 56.40 | 57.10 | 9.63 | 54.00 | - | - | - |
| Greece | 42.03 | 9.49 | 71.22 | - | - | - | - | - | - |
| Croatia | 27.26 | 6.18 | 74.36 | - | - | - | - | - | - |
| Hungary | 48.88 | 10.47 | 75.96 | 50.20 | 8.52 | 81.63 | - | - | - |
| Ireland | 52.32 | 8.28 | 78.63 | 55.12 | 7.09 | 77.59 | 49.59 | 11.33 | 71.43 |
| Israel | 41.40 | 15.16 | 34.41 | 46.44 | 20.01 | 26.32 | - | - | - |
| Iceland | - | - | - | 33.45 | 10.24 | 75.00 | - | - | - |
| Italy | - | - | - | 27.82 | 5.55 | 70.94 | - | - | - |
| Lithuania | 45.15 | 13.09 | 92.23 | 46.20 | 12.29 | 96.32 | - | - | - |
| Netherlands | 59.82 | 9.19 | 62.03 | 62.37 | 9.11 | 66.32 | 63.92 | 8.50 | 51.33 |
| Norway | 59.08 | 9.18 | 41.84 | 54.83 | 12.75 | 39.02 | 55.40 | 12.50 | 47.62 |
| Poland | 48.47 | 12.31 | 55.88 | 50.63 | 12.48 | 66.67 | 51.93 | 12.47 | 62.50 |
| Portugal | 41.85 | 9.37 | 58.67 | 41.80 | 10.49 | 64.47 | - | - | - |
| Russian Federation | 39.17 | 14.97 | 91.57 | 38.84 | 15.62 | 92.20 | - | - | - |
| Sweden | - | - | - | 51.87 | 11.83 | 73.33 | 55.63 | 9.67 | 63.74 |
| Slovenia | 32.65 | 10.74 | 96.83 | 41.28 | 11.90 | 88.00 | 42.62 | 11.57 | 86.67 |
| Slovakia | 54.48 | 6.93 | 91.00 | 52.03 | 11.46 | 77.86 | - | - | - |
| Ukraine | 42.16 | 13.51 | 86.76 | - | - | - | - | - | - |
| Kosovo | - | - | - | 30.49 | 7.79 | 81.94 | - | - | - |

Source: administrative records round 5 (N = 3,590), round 6 (N = 3,467) and round 7 (N = 1,934).

¹ To ensure comparability of ESS Belgium to the other ESS countries, data from the same source are used. The gender and age data for Belgium differs slightly from the interviewer fiche data.

3.1.2 Nationality and migration background

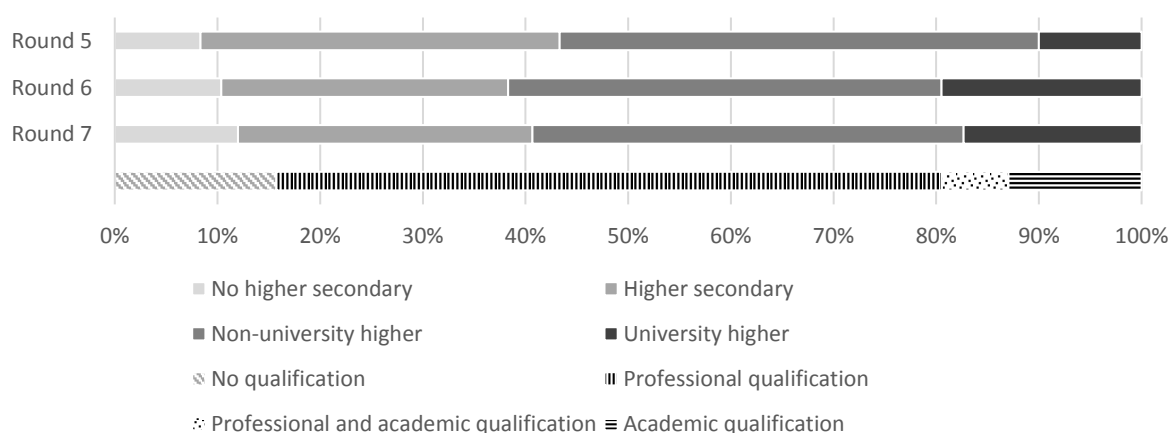
The ESS interviewer workforce is not only little representative of the Belgian population with regard to age, it is also little representative with regard to migration background. In the Belgian population in general more than one in ten people has a foreign nationality (Statistics Belgium, 2011). In the interviewer workforce, almost all of the interviewers (in round 7) have the Belgian nationality (97%), are born in Belgium (94%), have parents who are both born in Belgium (87%). People who were born in a different country and/or have a foreign nationality are clearly underrepresented.

3.1.3 Level and domain of education

Although the job as survey interviewer does not typically require post-secondary education, the interviewers are well-educated (Figure 4). About six out of ten interviewers completed higher education. The number of interviewers having completed non-university higher education is particularly large.

In order to further explore the interviewers' educational background, an open question on specific diploma's obtained was included in the round 7 interviewer survey (see Subsection 2.2.1.1 'Measuring socio-demographic characteristics', p. 24) and the answers were post-coded for qualification type and domain. In line with the observation that many interviewers completed non-university higher education, we find that professional qualifications are far more common than academic qualifications.

Figure 4: General educational level, round 5 - 7, and qualification type, round 7

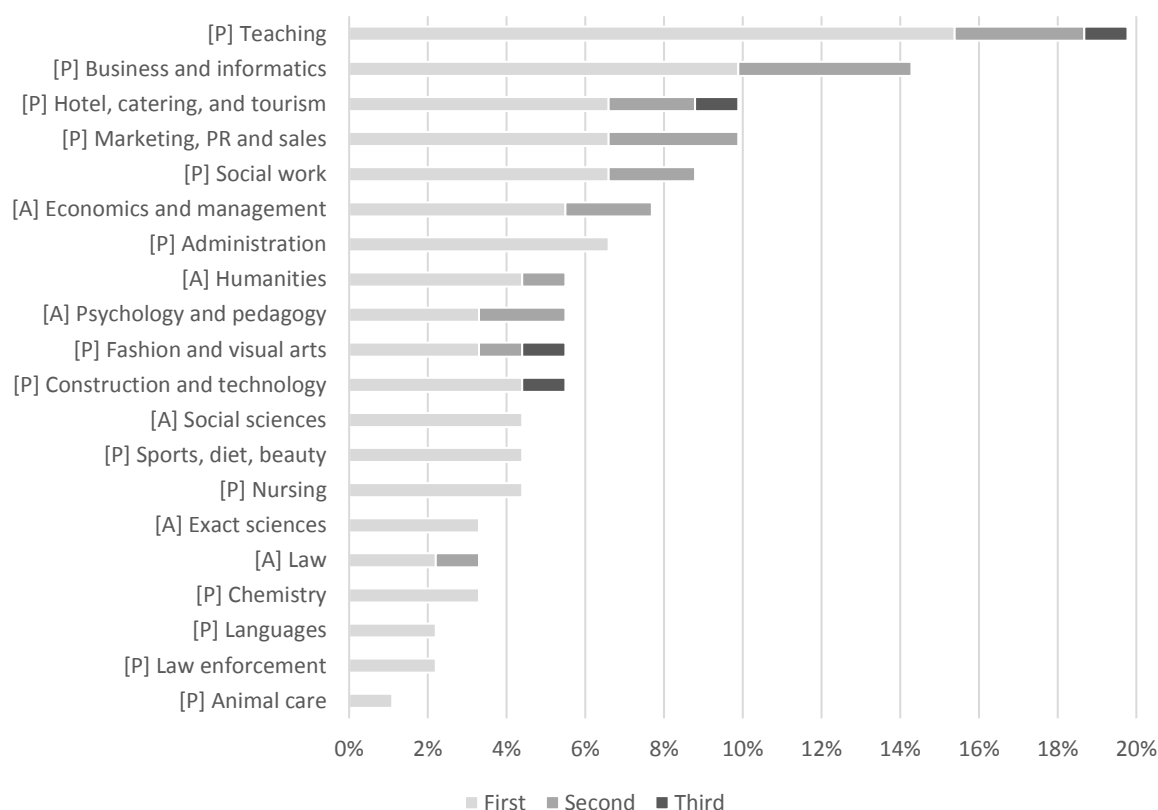


Source: interviewer fiche round 5 (N = 120 because of 0.83% item nonresponse), round 6 (N = 154 because of 0.65% item nonresponse) and round 7 (N = 150) for general education level and interviewer survey round 7 (N = 108 because of 25.52% missing due to non-codeable open answers).

Note: Only 'final' qualifications are coded; see Subsection 2.2.3.1 'Post-coding of qualification domains', p. 30.

In addition to the general level and type of educational achievement, the domains in which the interviewers are educated indicate which knowledge, skills and attitudes may have been acquired prior to starting out as a survey interviewer. The qualification domains of the interviewers are presented in Figure 5 (p. 49). Many interviewers have qualifications in the domains of teaching, business (including marketing), tourism and social work. A small majority of the interviewers (55%) has a qualification in one or several of these domains. Almost one in five interviewers (20%) has a teaching qualification.

Figure 5 : Qualification domains, round 7



Source: interviewer survey round 7 (N = 108 because of 25.52% missing due to non-codeable open answers).

Education programs leading to teaching, business and social work qualifications generally include courses targeted to improving communication skills, which are especially relevant to the interviewer job. In addition, many business-oriented programs (especially marketing) include courses on market research, and programs in social work often include (introductory) courses on social science research. Having gained background knowledge on the objectives and methods of either market research or social science research, and possibly some practice, may be valuable to understanding the context of survey projects and the interviewers' role in collecting survey data.

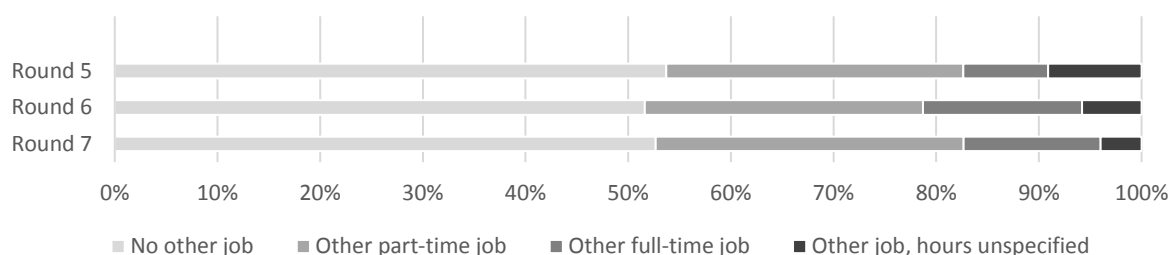
3.1.4 Professional background

The job as survey interviewer is frequently combined with other activities including other paid jobs. Such other activities likely limit an interviewer's time availability for completing his or her tasks. To get information on other activities the interviewers are involved in, questions on this topic were included in the interviewer fiche and the interviewer survey. In particular, the interviewer fiche in round 5, 6 and 7 asked about the amount of time spent on other paid work. The interviewer survey in round 7 asked about a range of possible main and secondary activities including retirement and education as well as other paid work (as survey interviewer, as employee or self-employed in another job). Two open-ended questions on job title and content were additionally included in order to further explore the interviewers' professional background (see Subsection 2.2.1.1 'Measuring socio-demographic characteristics', p. 24). These questions were post-coded on the basis of the ISCO-08 scheme.

The following paragraphs describe the employment status and the specific occupations that are common in the interviewer workforce.

The distribution of having another job is presented in Figure 6. Almost half the interviewers (46% in round 5, 48% in round 6, 47% in round 7) have another job in addition to their job as survey interviewer. Additional jobs are mostly part-time.

Figure 6: Having another job, round 5 - 7



Source: interviewer fiche round 5 (N = 121), round 6 (N = 155) and round 7 (N = 150).

Note: Other jobs are categorized into part-time (up to 35 hours per week), full-time (more than 35 hours per week) and unspecified (variable, invalid, or missing number of hours per week).

A complementary view on the employment status of the interviewers in round 7 is presented in Figure 7. More than half the interviewers in round 7 (54%) consider interviewing as their main activity. Almost one in three interviewers (29%) consider another job (either as employee or as self-employed) as their main activity. An additional 14% has other work even though they regard interviewing work as their main activity.

As suggested by the age distribution (Figure 2, p. 45), a considerable number of interviewers is in retirement. One in ten considers retirement as their main activity. An additional 8% is retired even though they regard interviewing work as their main activity. The negligible number of interviewers in education or job search is also indicative of a workforce that is at the end of, or past, their main career.

Figure 7: Main activities in the last month, round 7



Source: interviewer survey round 7 (N = 145).

Note: "Other" activities include household work, job search, and education.

Note: secondary activities are presented only for interviewers whose main activity is interviewing; multiple secondary activities are priority-ordered (being employed, self-employed, retired, other, no secondary activity).

The occupations of the interviewers in round 7 are presented in Table 17. In line with the educational background of the interviewers (Figure 5, p. 49), nine interviewers (of the 65 interviewers who have another paid job) are employed in one of the ISCO08 sales occupations (e.g. commercial sales representative), eight interviewers are employed in one of the ISCO08 education occupations (e.g. secondary education teacher) and seven interviewers are employed in one of the ISCO08 business occupations (e.g. training and staff development professional). Success in sales, education or business occupations is highly dependent on excellent communication skills, which may be transferable to the job as survey interviewer.

Table 17: Main jobs besides job as survey interviewer, round 7

| Major group | N | Unit group | N |
|--|----------|--|----------|
| Managers | 2 | Human resources managers | 1 |
| | | Social welfare managers | 1 |
| Professionals | 18 | Industrial and production engineers | 1 |
| | | Dieticians and nutritionists | 1 |
| | | Secondary education teachers | 4 |
| | | Primary school teachers | 2 |
| | | Special needs teachers | 1 |
| | | Other arts teachers | 1 |
| | | Financial and investment advisers | 1 |
| | | Management and organization analysts | 2 |
| | | Training and staff development professionals | 2 |
| | | Advertising and marketing professionals | 1 |
| | | Legal professionals n.e.c. | 1 |
| | | Journalists | 1 |
| Technicians and associate professionals | 17 | Air traffic controllers | 1 |
| | | Veterinary technicians and assistants | 1 |
| | | Physiotherapy technicians and assistants | 2 |
| | | Securities and finance dealers and brokers | 1 |
| | | Insurance representatives | 1 |
| | | Commercial sales representatives | 3 |
| | | Real estate agents and property managers | 1 |
| | | Legal secretaries | 1 |
| | | Administrative and executive secretaries | 2 |
| | | Government tax and excise officials | 1 |
| | | Government social benefits officials | 1 |
| | | Government licensing officials | 1 |
| | | Gallery, museum and library technicians | 1 |
| Clerical support workers | 6 | General office clerks | 2 |
| | | Debt-collectors and related workers | 1 |
| | | Contact centre information clerks | 1 |
| | | Hotel receptionists | 1 |
| | | Transport clerks | 1 |
| Service and sales workers | 9 | Waiters | 1 |
| | | Beauticians and related workers | 1 |
| | | Shop keepers | 1 |
| | | Shop sales assistants | 2 |
| | | Sales demonstrators | 1 |
| | | Health care assistants | 1 |
| | | Prison guards | 1 |
| | | Security guards | 1 |
| (undefined) | 13 | | |
| (no other job) | 80 | | |

Source: interviewer survey round 7 (N = 145).

3.2 Interviewer experience

Because experience is commonly considered important for performing well in the job as survey interviewer, the interviewer fiche includes some questions on this topic. Interviewer experience is considered in general (number of years working as a survey interviewer), ESS-specific (which ESS rounds worked on), and in terms of similar survey projects (which projects). More information on the measurement of interviewers' experience can be found in Subsection 2.1.1.1 'Measuring experience' (p. 13).

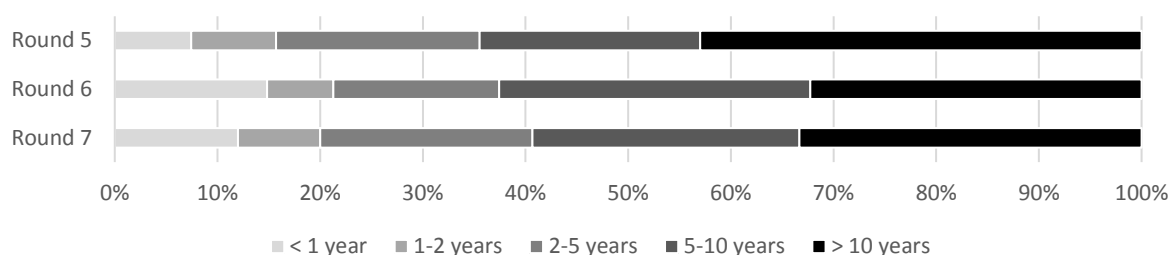
The following paragraphs describe the general interviewer experience, the ESS experience and the experience from other survey projects.

3.2.1 General experience

As shown in Figure 8, the interviewers have, in general, a high level of interviewer experience. A clear majority (64% in round 5, 63% in round 6, 59% in round 7) claims to have at least five years of experience.

Even though the level of interviewer experience is high in each round, round 5 stands out. The number of interviewers with more than ten years' experience is substantially higher in round 5 (43%) than in round 6 and 7 (32-33%) and the number of interviewers with less than two years' experience is smaller in round 5 (16%) than in round 6 and 7 (20-22%). The differences in the distribution of general interviewer experience between round 5 on the one hand and round 6 and 7 on the other may be due to a different fieldwork agency (with a somewhat different interviewer workforce) being contracted in the latter two rounds.

Figure 8: General interviewer experience (prior to fieldwork), round 5 - 7



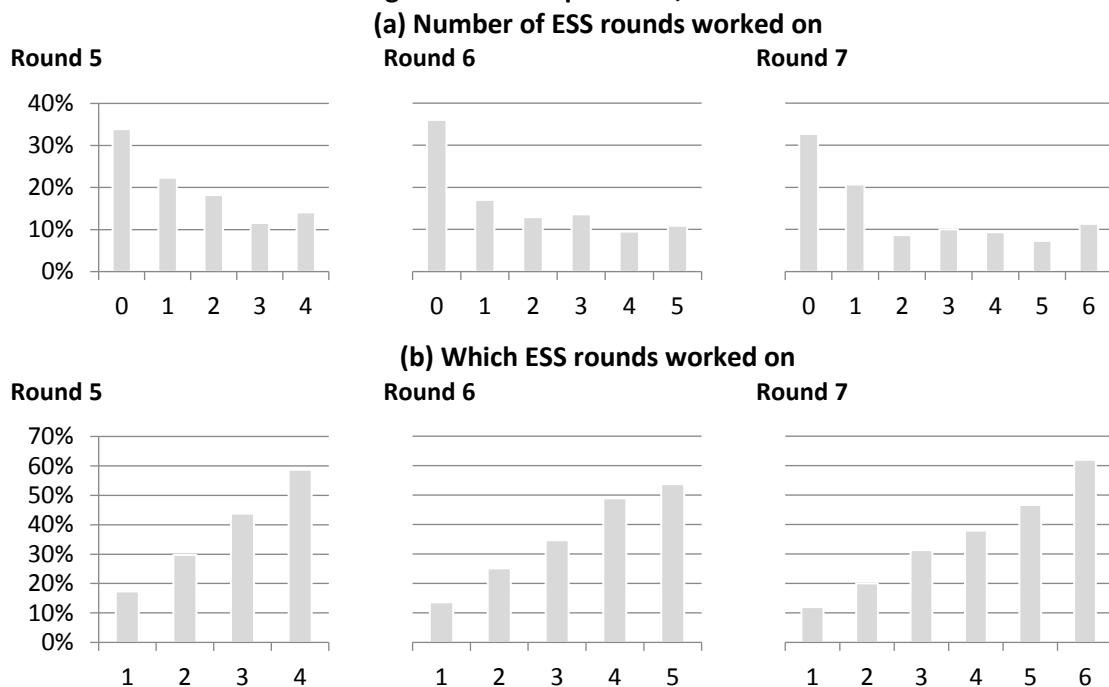
Source: interviewer fiche round 5 (N = 121), round 6 (N = 155) and round 7 (N = 150).

In round 5, the general experience level differed significantly between the French and Dutch speaking interviewers ($\chi^2(1) = 5.69$, $p = 0.017$), with only 9% of the Dutch speaking interviewers having up to 2 years' experience, compared to 27% of the French speaking interviewers. In round 6 and 7, the general experience level is similar for interviewers of the two language groups.

3.2.2 ESS experience

Especially relevant for the ESS project is that about two in three interviewers (66% in round 5, 64% in round 6, 67% in round 7) (claims to) have worked on at least one of the previous ESS rounds (Figure 9, panel a). Remarkably, more than one in ten interviewers (14% in round 5, 11% in round 6 and 7) claim the unlikely track record of having been involved in all previous ESS rounds. As noted in Subsection 2.1.3.4 ‘Correct answers’ (p. 20), the interviewers tend to seriously overreport their previous ESS experience. The reported ESS experience should thus be interpreted with caution.

Figure 9: ESS experience, round 5 - 7



Source: interviewer fiche round 5 (N = 121), round 6 (N = 147 because the raw answers of question Q8 (unlike most other questions) were not coded at the time of receiving the interviewer fiches while the original fiches have not been saved for eight interviewers) and round 7 (N = 150).

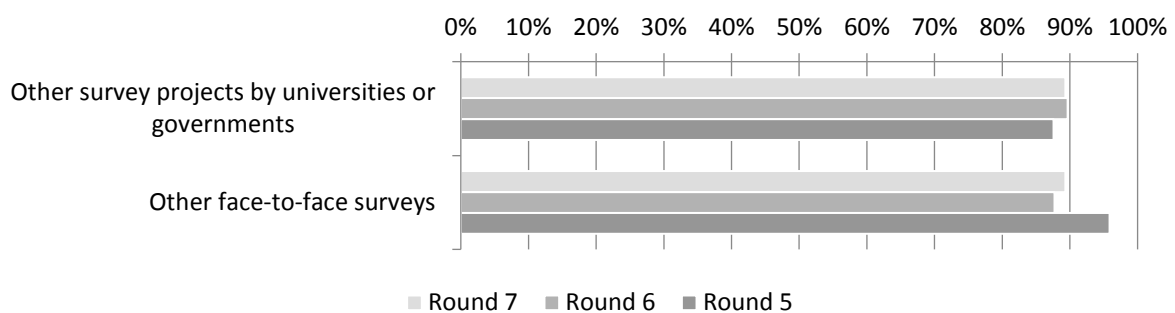
Looking into which of the previous ESS rounds the interviewers (claim to) have worked on (Figure 9, panel b), we observe that 59% of the round 5 interviewers claims to have worked on the previous round 4, 54% of the round 6 interviewers claims to have worked on the previous round 5, and 62% of the round 7 interviewers claims to have worked on the previous round 6. Based on the administrative records, we derived that actually only 34% of the round 6 interviewers had worked on the previous round 5 and 59% of the round 7 interviewers had worked on the previous round 6 (see Subsection 2.1.3.4 ‘Correct answers’, p. 20)). Even though the interviewers tend to seriously overreport their previous ESS experience, these numbers indicate that many interviewers nonetheless have some ESS experience.

As for the general experience level, the number of ESS rounds (claimed to have) previously worked on differs significantly according to language group ($t(97) = 2.63, p < 0.01$) in round 5 (but not in round 6 and 7), with the Dutch speaking interviewers claiming to have worked on 1.74 (SD = 1.44) previous ESS rounds on average, compared to the French speaking interviewers claiming to have worked on 1.07 (SD = 1.30) previous ESS rounds on average.

3.2.3 Other survey experience

Interviewers gain experience with various survey projects other than ESS. As shown in Figure 10, most interviewers in the ESS interviewer workforce had some prior experience with similar survey projects. In each of the previous three rounds, almost nine in ten interviewers had worked on other survey projects by universities or governments (88% in round 5, 90% in round 6, 89% in round 7). In round 6 and 7, similar numbers had worked on other face-to-face survey projects (88% in round 6, 89% in round 7). This number is even larger for round 5, when almost all interviewers (96%) had worked on other face-to-face surveys.

Figure 10: Experience with other surveys, similar to ESS, round 6 - 7

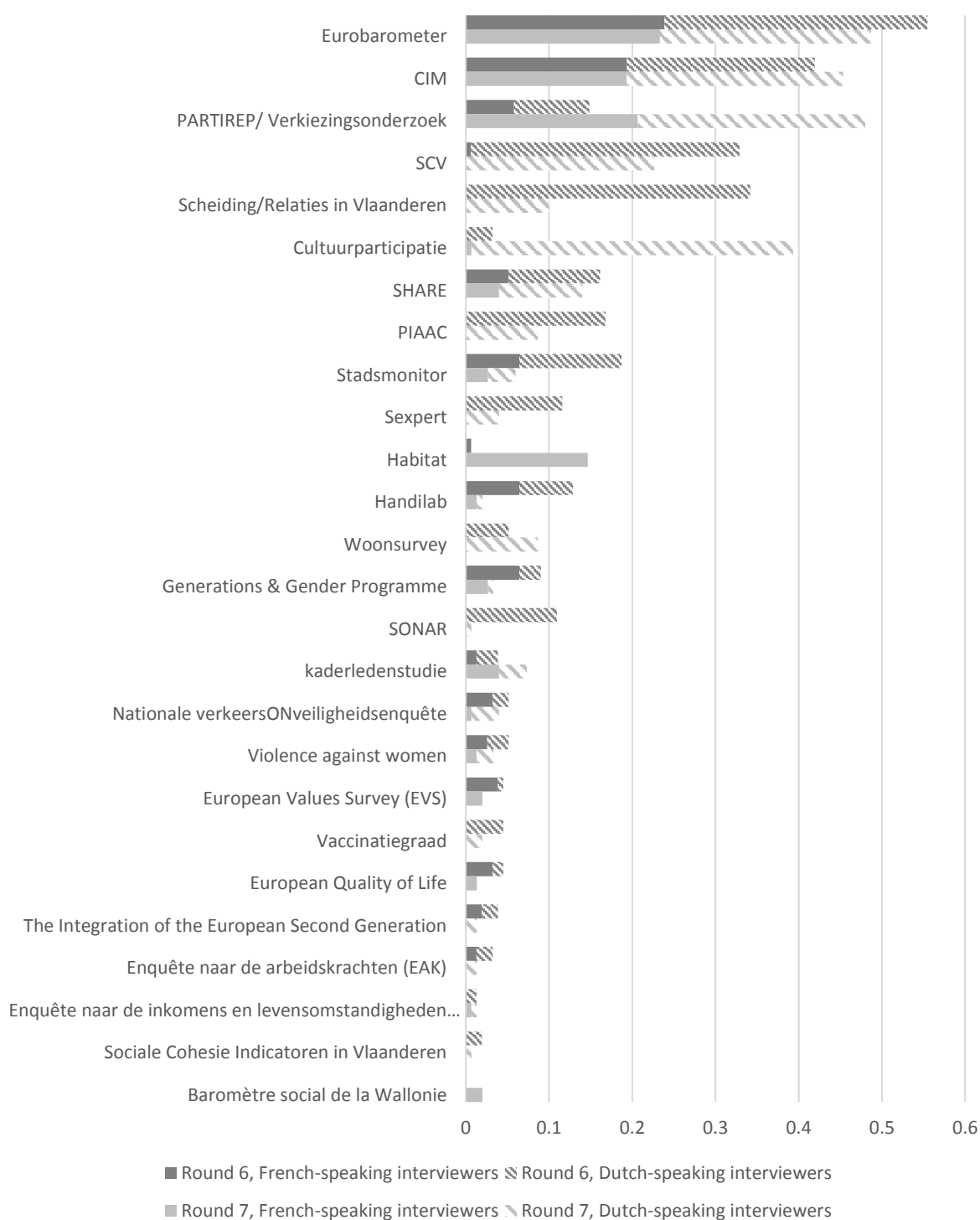


Source: interviewer fiche round 5 (N = 121), round 6 (N = 155) and round 7 (N = 150).

Again, there are some marked differences in experience according to language group. In round 5, 99% of the Dutch speaking interviewers and (only) 68% of the French speaking interviewers had worked on other survey projects by universities and governments ($\chi^2(1) = 21.29$, $p < 0.001$). This was 94% of the Dutch speaking interviewers and 82% of the French speaking interviewers ($\chi^2(1) = 3.92$, $p = 0.048$) in round 6, and 95% of the Dutch speaking interviewers and 82% of the French speaking interviewers ($\chi^2(1) = 5.94$, $p = 0.015$) in round 7. In round 6, the difference by language group in experience with other face-to-face surveys was large as well, with 96% of the Dutch speaking interviewers and 74% of the French speaking interviewers having worked on other face-to-face surveys ($\chi^2(1) = 14.56$, $p < 0.001$).

The most frequently mentioned survey projects in round 6 and round 7 are presented Figure 11 (p. 55). A distinction is made between French speaking interviewers and Dutch speaking interviewers because a number of survey projects are fielded only in either the Flemish Region (e.g. Sociale Culturele Verschuivingen) or the Walloon Region (e.g. Habitat).

Figure 11: Experience with other surveys, specific projects, round 6 - 7



Source: interviewer fiche round 6 (N = 155) and round 7 (N = 150).

For the French speaking round 6 interviewers the most frequently mentioned survey projects are Eurobarometer (24%) and surveys for the Centre of Information on Media (CIM; 19%). All other survey projects listed are mentioned by less than 7% of the French speaking interviewers in this round. For the Dutch speaking round 6 interviewers, the most frequently mentioned survey projects are Scheiding/Relaties in Vlaanderen (34%), Sociale Culturele Verschuivingen (32%), Eurobarometer (32%) and CIM surveys (23%). Pooling the French and Dutch speaking round 6 interviewers, we observe that a small majority (55%) of the interviewers worked on Eurobarometer in the past. The CIM surveys are common among both French and Dutch speaking interviewers as well (42%).

For the French speaking round 7 interviewers, the most frequently mentioned survey projects are Eurobarometer (23%), PARTIREP and other election surveys (21%) and CIM surveys (19%) whereas many Dutch speaking interviewers mention Cultuurparticipatie (39%), PARTIREP and other election surveys (27%), CIM surveys (26%), Eurobarometer (25%) and Sociale Culturele Verschuivingen (23%). The list of commonly mentioned projects for both French and Dutch speaking interviewers now does not only include Eurobarometer (49%) and the CIM surveys (45%) but also the election survey(s) (48%). a large election survey being fielded for the federal, regional and European elections in Belgium earlier in 2014.

In both round 6 and 7 the average number of survey projects mentioned is higher for the group of Dutch speaking interviewers ($M = 3.64$, $SD = 2.68$ in round 6; $M = 3.55$, $SD = 2.24$ in round 7) than for the group of French speaking interviewers ($M = 2.51$, $SD = 1.99$ in round 6; $M = 2.34$, $SD = 1.72$ in round 7). The observed difference ($t(144) = 3.00$, $p = 0.003$ in round 6; $t(148) = 3.76$, $p < .001$ in round 7) is in line with the other experience measures and may be due to the French speaking interviewers being somewhat less experienced than the Dutch speaking interviewers. Alternatively, even though care was taken to code survey projects fielded only in the Walloon Region as well as survey projects fielded only in the Flemish Region and national survey projects, survey projects fielded only in the Walloon Region may be somewhat underrepresented in this list due to lesser familiarity of the authors with these projects.

In summary, we may conclude that the interviewers, and the Dutch speaking interviewers in particular, are rather experienced. Many interviewers have previous ESS experience and/or experience with similar survey projects, including academic and other face-to-face surveys.

3.3 Interviewer training

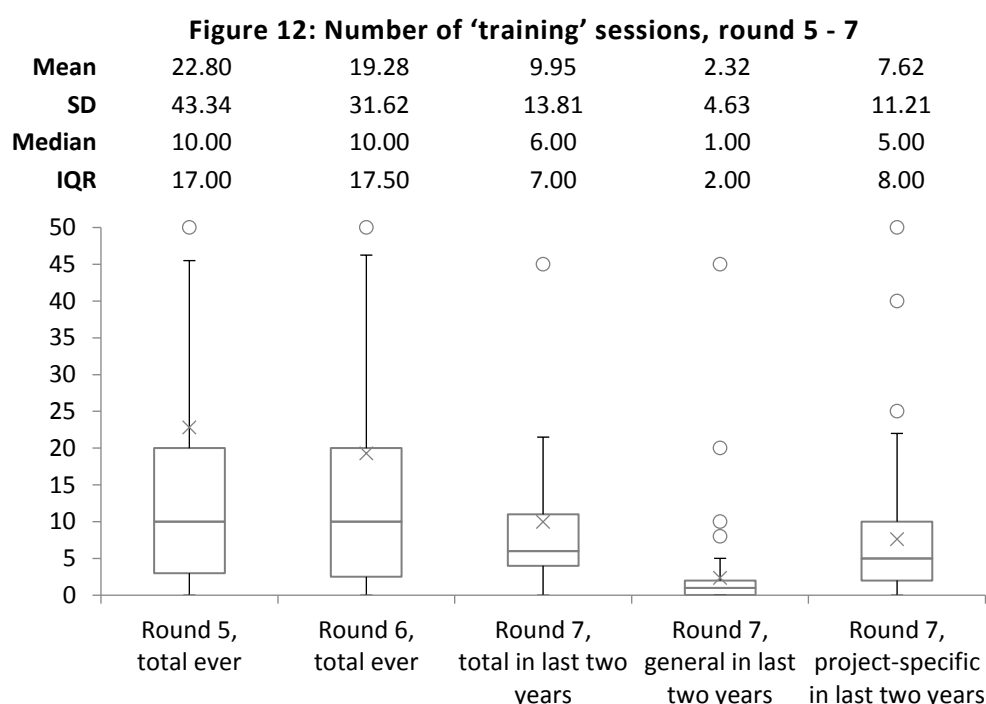
Interviewers with a lot of experience are not necessarily well-prepared. Interviewer training is important as well. To get information on the amount of training received by the interviewers, questions on this topic were included in the interviewer fiche. In round 5 and 6, the interviewers were asked how many training sessions they attended, but without specifying what constitutes a ‘training’ session and without specifying over which period. The round 7 questions were adapted to improve on these shortcomings. An explicit distinction was made between project-specific briefings and general interviewer trainings and a 2-year reference period was specified. More information on the measurement of interviewers’ training can be found in Subsection 2.1.1.2 ‘Measuring training’ (p. 14). The following paragraphs describe the total number of ‘trainings’ the interviewers attended prior to each round, and a breakdown between project-specific briefings and general interviewer training (for round 7).

3.3.1 Total number of ‘training’ sessions

Because in round 5 and 6 the interviewers were only asked about the number of trainings they (ever) attended, only one overall training measure, directly estimated by the interviewers, is available. In round 7 the interviewers were asked about the number of project-specific briefings and the number of general interviewer trainings they attended (in the last two years). Two separate training measures are therefore available for round 7. Figure 12 (p. 58) shows the distributions of the total number of ‘training’ sessions (including project-specific briefings) in each round.

The number of ‘training’ sessions the interviewers report having attended, ever, is quite similarly distributed in round 5 and 6. In round 5, the interviewers reported about 23 ‘training’ sessions on average. This number is only slightly lower in round 6. In that round the interviewers reported about 19 ‘training’ sessions on average. The numbers are not only relatively high, they are also highly skewed. In both round 5 and round 6, half the interviewers report up to ten ‘training’ sessions ever, but about one in four interviewers report numbers exceeding twenty.

The high average number and the high skew suggest that the interviewers include project-specific briefings in their estimates of the number of ‘training’ sessions attended. Each project they work on is typically introduced with a project briefing. Such briefings are obviously vital for imparting the project’s instructions and for motivating the interviewers. However, the knowledge and skills that project-specific briefings are aimed at improving are usually not very transferable to other survey projects. If the interviewers include project-specific briefings, the reported numbers of ‘training’ sessions would be strongly associated with general interviewer experience: The more experience an interviewer has, the more projects he or she will have worked on, and thus the more project-specific briefings he or she will have attended. The data suggest that this is the case. In round 5, interviewers with up to two years’ experience reported 2.63 ($SD = 3.30$) ‘training’ sessions on average, compared to 29.08 ($SD = 47.97$) by interviewers with more than two years’ experience ($t(62) = 4.27, p < 0.001$). In round 6, interviewers with up to two years’ experience reported 3.09 ($SD = 3.62$) ‘training’ sessions on average, compared to 25.84 ($SD = 35.41$) by interviewers with more than two years’ experience ($t(82) = 5.64, p < 0.001$). These overall numbers show extensive on-the-job training (via survey projects), but would obscure the amount (or lack) of general interviewer training.



Source: interviewer fiche round 5 (N = 80 because of 33.89% item nonresponse), round 6 (N = 111 because of 28.39% item nonresponse) and round 7 (N = 133 because of 11.33% item nonresponse).

Note: Boxes represent first quartile, median and third quartile; whiskers represent minimum and maximum non-outlying (further than 1.5 times the interquartile range) value; x represents the mean. Values exceeding 50 (N = 3 in round 5, N = 3 in round 6, N = 3 in round 7) are extremely outlying and are cut off from the graph.

3.3.2 Breakdown between project-specific briefings and general interviewer training

In round 7, two separate questions asked about the number of project-specific briefings and the number of general interviewer training sessions. These two measures were added to derive a measure for the total number of 'training' sessions in the last two years. In round 7, the interviewers reported on average about ten 'training' sessions (including both project-specific briefings and general interviewer training sessions) in the last two years. Again, more experienced interviewers reported much higher numbers: Interviewers with up to two years' experience reported 3.56 ($SD = 3.08$) total 'training' sessions in the last two years on average, compared to 11.58 ($SD = 14.98$) by interviewers with more than two years' experience ($t(128) = 5.11, p < 0.001$).

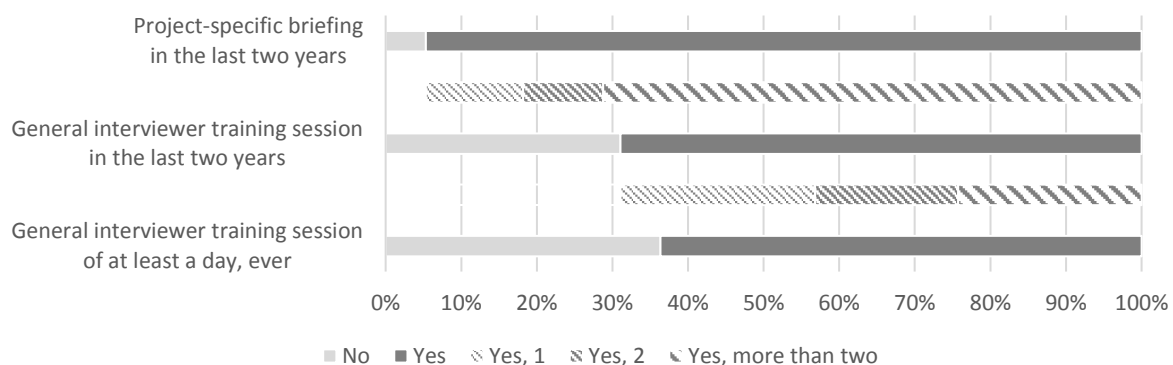
Figure 12 (p. 58) also shows the distributions of the number of project-specific briefings and the number of general interviewer training sessions (in the last two years) in round 7. The interviewers reported on average about two general interviewer training sessions and about eight project-specific briefings in the last two years. These numbers show that the interviewers attend project-specific briefings much more frequently than general interviewer trainings. Extrapolating this conclusion to the round 5 and round 6 numbers adds to our belief that most of the reported 'training' sessions refer to project-specific briefings rather than general interviewer training sessions, and that experienced interviewers accumulate a larger number of 'training' sessions partially because they have worked on a larger number of survey projects.

Figure 13 presents the breakdown between project-specific briefings and general interviewer training sessions in the last two years in round 7 in a slightly different way. A majority of the interviewers (57%) report having attended zero (31%) or only one (26%) general interviewer training session in the last two years. In contrast, very few interviewers report having attended zero (5%) or only one (13%) project-specific briefing in the last two years.

The figure further includes ever having attended a general interviewer training session lasting at least a day. More than one in three interviewers (36%) never attended such a general training session. Interviewers with up to two years' experience are much less likely to have ever attended a general training session lasting at least a day (31%) than interviewers with more than two years' experience (72%; $c(1) = 13.40, p < 0.001$).

The difference between the French and Dutch speaking interviewers is remarkable here. Almost three in four French speaking interviewers (73%) ever attended a general training session lasting at least a day whereas only about half (52%) of the Dutch speaking interviewers did ($c^2(1) = 6.24, p = 0.012$).

Figure 13: Project-specific project briefings and general interviewer training, round 7



Source: interviewer fiche round 7 (N = 132 because of 12.00% item nonresponse).

In summary, we may conclude that the interviewers tend to have a lot of experience (and therefore have attended a lot of project-specific briefings) but are not necessarily appropriately trained. General interviewer training is limited for many interviewers even though this kind of training can help to improve the interviewers' knowledge and skills that are relevant *across* different survey projects. When collecting information on the interviewers' level of training, it is obviously important to make an explicit distinction between general interviewer training and project-specific briefings.

3.4 Workload

Even if interviewers are sufficiently capable of performing their tasks, they may not be very committed to doing very well if they also have other survey projects or other responsibilities which demand a lot of their time and effort. Questions on workload from other survey projects and from other jobs were therefore included in the interviewer fiche and the interviewer survey (see Subsection 2.2.1.3 'Measuring workload and time pressure' (p. 25).

The following subsections describe the interviewers' survey workload, the breakdown of time spent on survey work versus other work, and the perceived burden of the interviewers' workload in terms of time pressure and having enough free time.

3.4.1 Survey workload

In each round, the interviewers were asked how many survey projects they worked on during the ESS fieldwork. In round 5, the interviewers were asked a detailed overview of all the survey projects, including the number of sample units and the number of interviews completed for each project. This detailed information is incomplete for round 6 (only the first two projects) because of an oversight in the programming of the interviewer survey. This detailed information is also not available for round 7, as the detailed approach was replaced by an aggregate approach in this round. Only the total number of survey projects, the total number of sample units (for survey projects similar in design to ESS) and the total number of interviews (for survey projects of different design) were asked for.

Figure 14 (p. 61) shows the distribution of the number of other survey projects worked on by the interviewers during the ESS fieldwork in each round.

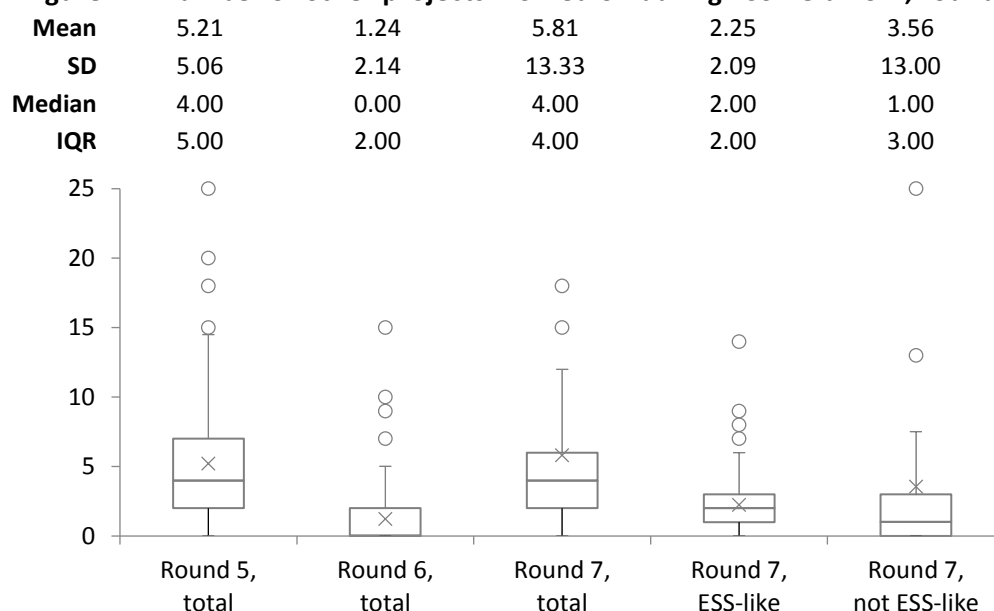
A first observation is that the numbers are much lower in round 6 compared to round 5 and 7. During the fieldwork of round 5 and 7, most interviewers were involved in at least one other survey project (88% in round 5, 96% in round 7), whereas less than half the interviewers (42%) were involved in another survey project during the fieldwork of round 6. The average number of other survey projects is also considerably lower in round 6 than in round 5 and round 7. The limited involvement in other survey projects during the round 6 fieldwork may explain why the round 6 fieldwork progressed so much more smoothly than the fieldwork in round 5 and 7. A second observation is the large spread in all rounds, suggesting large differences between interviewers in their involvement with other survey projects during the ESS fieldwork.

For round 7, a distinction is made between survey projects similar in design to ESS (random sample of addresses and face-to face interviews) and projects of different design (non-random sampling and/or telephone interviews). The interviewers are involved in both types of projects, but the distribution of projects of different design is somewhat more spread out.

Involvement in other survey projects appear to relate to interviewer experience, with interviewers with more than two years' experience being on average involved in 5.60 ($SD = 5.28$) projects in round 5 and 6.46 ($SD = 2.27$) projects in round 7, compared to interviewers with up to two years' experience being on average involved in 2.91 ($SD = 1.97$) projects in round 5 and 3.12 ($SD = 2.72$) in round 7 ($t(34) = 3.24$, $p = 0.002$ in round 5; $t(130) = 2.22$, $p = 0.028$ in round 7).

A clear majority of the interviewers in round 7 (59%) works for multiple fieldwork agencies. These interviewers work, on average, on 7.92 ($SD = 17.02$) other survey projects, compared to interviewers who do not who work on average on 2.84 ($SD = 2.61$) other survey projects ($t(83) = 2.61, p = 0.011$).

Figure 14: Number of other projects worked on during ESS fieldwork, round 5 - 7



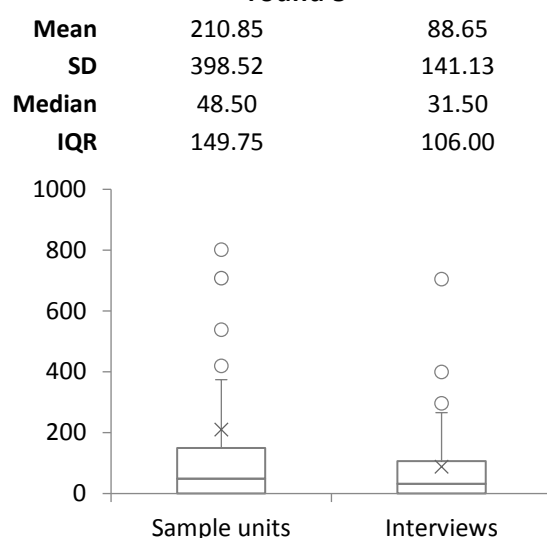
Source: interviewer survey round 5 ($N = 96$ because of 4.00% item nonresponse), round 6 ($N = 155$) and round 7 ($N = 135$ because of 6.90% item nonresponse).

Note: Boxes represent first quartile, median and third quartile; whiskers represent minimum and maximum non-outlying (further than 1.5 times the interquartile range) value; x represents the mean. Values exceeding 25 ($N = 1$ in round 7) are extremely outlying and are cut off from the graph.

Not only the number of other survey projects involved in differs strongly between interviewers, so does the total number of sample units assigned and the total number of interviews completed. Figure 15 (p. 62) shows the total number of sample units worked on for other survey projects during the fieldwork of round 5. Figure 16 (p. 62) shows the total number of sample units worked on for survey projects similar in design to ESS and the total number of interviews completed for projects of a different design during the fieldwork of round 7. No estimates are presented for round 6 because only the details on the first two projects were asked for due to an error in the programming of the interviewer survey.

These measures of survey workloads are extremely skewed. In round 5, half the interviewers worked on up to 49 sample units for other projects but values range to up to more than 1600 sample units. In round 7, half the interviewers worked on up to 33 sample units for projects similar in design to ESS but values range to up to more than 600 sample units. These extreme values may be due to projects with very long durations (exceeding the duration of the ESS fieldwork) for which the total number of sample units is asked instead of only those sample units worked on during the ESS fieldwork. If this is the reason for the extreme workloads for other survey projects, the skewness may be reduced to some extent by clarifying the aim of the question in the interviewer survey. Some interviewers may also have exaggerated their workloads.

Figure 15: Number of sample units and interviews for other projects during ESS fieldwork, round 5

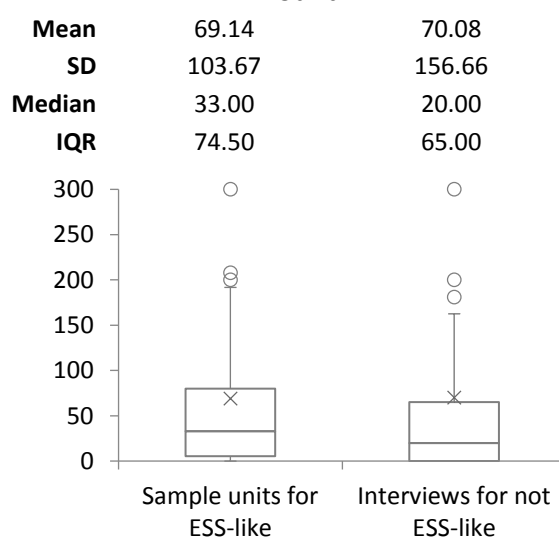


Source: interviewer survey round 5 (N = 52 because of 48.00% item nonresponse).

Note: Boxes represent first quartile, median and third quartile; whiskers represent minimum and maximum non-outlying (further than 1.5 times the interquartile range) value; x represents the mean. Values exceeding 1000 (N = 3) are extremely outlying and are cut off from the graph.

Note: Estimates calculated on the basis of detailed project information.

Figure 16: Number of sample units and interviews for other projects during ESS fieldwork, round 7



Source: interviewer survey round 7 (N = 95 because of 34.48% item nonresponse).

Note: Boxes represent first quartile, median and third quartile; whiskers represent minimum and maximum non-outlying (further than 1.5 times the interquartile range) value; x represents the mean. Values exceeding 300 (N = 2) are extremely outlying and are cut off from the graph.

Note: Estimates made directly by the interviewers.

3.4.2 Breakdown between time spent on survey work and other work

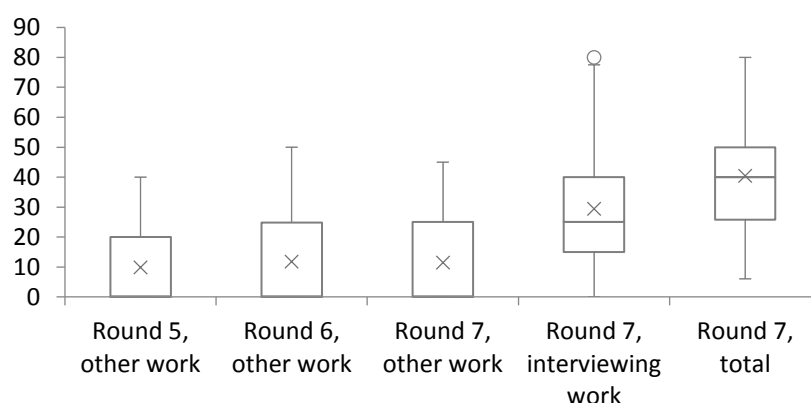
The interviewers were also asked via the interviewer fiche how many hours they spend on other work per week, if applicable, and how many hours they spend on interviewing per week in round 7.

Figure 17 shows the distribution of hours per week spent working on other work and, for round 7, hours per week spent on interviewing work. Figure 17, panel a shows the distribution for all interviewers.

Figure 17: Hours per week spent working, round 5 - 7

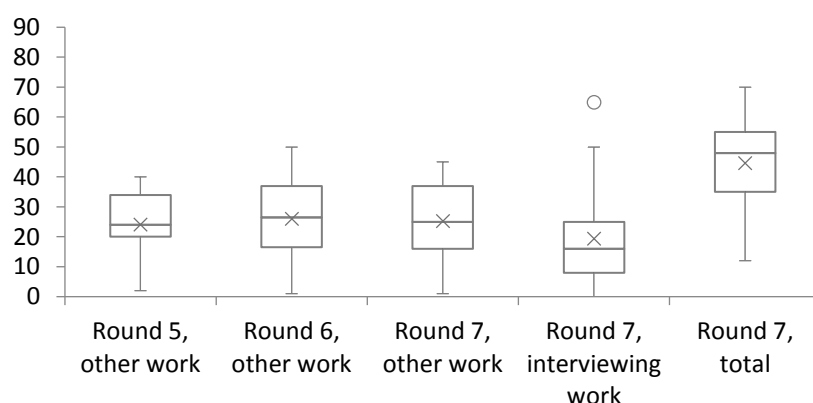
(a) All interviewers

| | | | | | |
|---------------|-------|-------|-------|-------|-------|
| Mean | 9.86 | 11.87 | 11.40 | 29.45 | 40.38 |
| SD | 13.82 | 15.36 | 14.80 | 18.92 | 17.25 |
| Median | 0.00 | 0.00 | 0.00 | 25.00 | 40.00 |
| IQR | 20.00 | 24.75 | 25.00 | 25.00 | 24.25 |



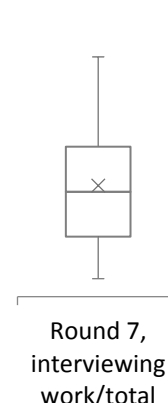
(b) Interviewers with other work

| | | | | | |
|---------------|-------|-------|-------|-------|-------|
| Mean | 24.11 | 26.07 | 25.25 | 19.42 | 44.68 |
| SD | 11.05 | 12.17 | 11.59 | 14.23 | 14.45 |
| Median | 24.00 | 26.50 | 25.00 | 16.00 | 48.00 |
| IQR | 14.00 | 20.50 | 21.00 | 17.00 | 20.00 |



(c) Interviewers with no other work

| | | | | | |
|---------------|--|--|--|--|-------|
| Mean | | | | | 37.10 |
| SD | | | | | 18.56 |
| Median | | | | | 35.00 |
| IQR | | | | | 30.00 |



Source: interviewer fiche round 5 (N = 110 because of 9.09% item nonresponse), round 6 (N = 146 because of 5.81% item nonresponse) and round 7 (N = 144 because of 4.00% item nonresponse), and interviewer survey round 7 (N = 104 because of 28.28% item nonresponse).

Note: Boxes represent first quartile, median and third quartile; whiskers represent minimum and maximum non-outlying (further than 1.5 times the interquartile range) value; x represents the mean.

About half the interviewers (46% in round 5, 48% in round 6, 47% in round 7) actually do have another job, with a positive number of hours per week spent on other work, while the other half do not have another job, with zero hours per week spent on other work (Subsection 3.1.4 ‘Professional background’, p. 49). Figure 17 (p. 63), panel b shows the distribution of hours per week spent working on other work and, for round 7, hours per week spent on interviewing work for the interviewers who do have another job. Figure 17 (p. 63), panel c shows the distribution of hours per week spent on interviewing work for the interviewers who do not have another job.

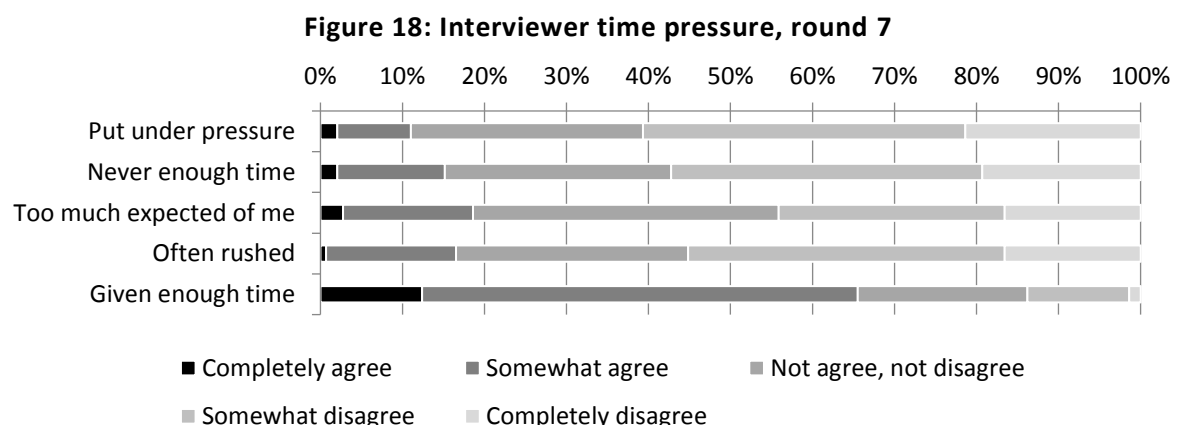
Overall, the interviewers spent on average about 30 hours per week on interviewing work (in round 7), and between 10 and 12 hours per week on work other than interviewing. The average number of hours spent on interviewing work differs substantially between interviewers who do and interviewers who do not have another job. The interviewers who do have another job spent on average 19 hours per week on interviewing whereas the interviewers who do not have another job spent on average 37 hours per week on interviewing ($t(102) = 5.50, p < 0.001$). Thus, interviewers who do not have another job compensate by working more on survey work, on which they spent an amount of time close to full-time employment on average.

Even though interviewers who do not have another job spend more time on interviewing work, The total number of hours spent working (including both interviewing work and other work), the difference between the two groups remains large, with interviewers who do have another job working on average 45 hours per week in total, and interviewers do not have another job working on average 37 hours per week in total ($t(102) = 2.34, p = 0.021$).

3.4.3 Time pressure and free time

Because the interviewers may differently experience their work burden, and this subjective dimension of workload might (additionally) affect performance, an item-battery on time pressure and a question on satisfaction with the amount of free time were included in the round 7 interviewer survey.

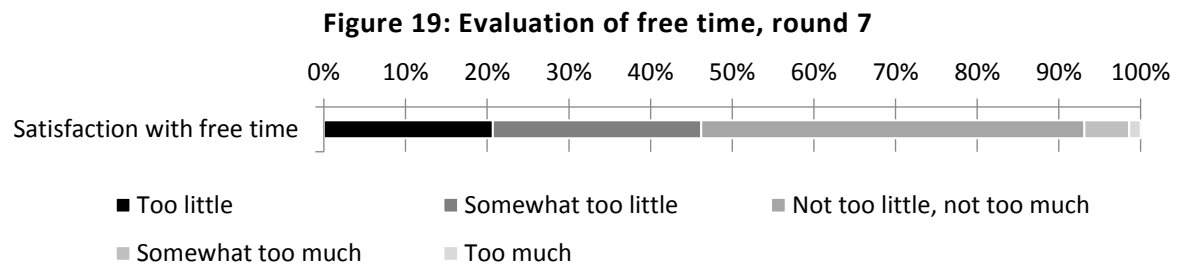
Figure 18 shows that most interviewers do not appear to be strongly pressured for time by their interviewing work.



Source: interviewer survey round 7 (N = 145).

Nonetheless, almost one in five interviewers (19%) agrees that too much is expected of them, 17% agrees that they often feel rushed, 15% agrees they never have enough time to finish their interviewing work and 10% agrees they are put under pressure to finish their work faster than they can. The summative time pressure scale over the five items (from one to five with higher values indicating more pressure for time) ranges from 1 to 4.4 with an average of 2.43 ($SD = 0.71$).

The interviewers' evaluation of the amount of free time they have available is moderately positive (Figure 19). Almost half of the interviewers (47%) thinks they have the right amount of free time, not too little and not too much, and almost half (46%) think they have (too) little.



Source: interviewer survey round 7 (N = 145).

The two measures of subjective workload are not straightforwardly related to the objective workload measures (results not shown).

3.5 Attitudes related to contacting and obtaining cooperation

Because interviewers' expectations and attitudes about nonresponse may affect the response rates they are able to achieve, questions on this topic were included in the interviewer fiche and the interviewer survey in round 7. In round 5, 6 and 7, the interviewers were asked to indicate how easy they find it to obtain participation from potential respondents in general, the response rate they achieve on average, and the response rate they expect to achieve in the ESS. They were also asked to rate a number of response-enhancing strategies on importance. More information on the measurement of interviewers' response expectations and importance attached to the response-enhancing strategies can be found in Subsection 2.1.1.4 'Measuring nonresponse expectations' (p. 14) and Subsection 2.1.1.5 'Measuring response-enhancing strategies' (p. 14). Some additional questions related to this topic were included in the round 7 interviewer survey (see Subsection 2.2.1.4 'Measuring attitudes related to contacting and obtaining cooperation', p. 27). In particular, the interviewer survey asked about attitudes towards persuading respondents, fieldwork success attribution, and trust. Interviewers who have more positive attitudes and interviewers who tend to attribute success to factors within their control (internal locus of control) have been found to be more successful in gaining cooperation in earlier studies.

The following paragraphs describe the response rate expectations (in comparison to the reported average response rates), the attitudes towards persuading respondents, the fieldwork success attribution, and the importance attached to different response-enhancement strategies.

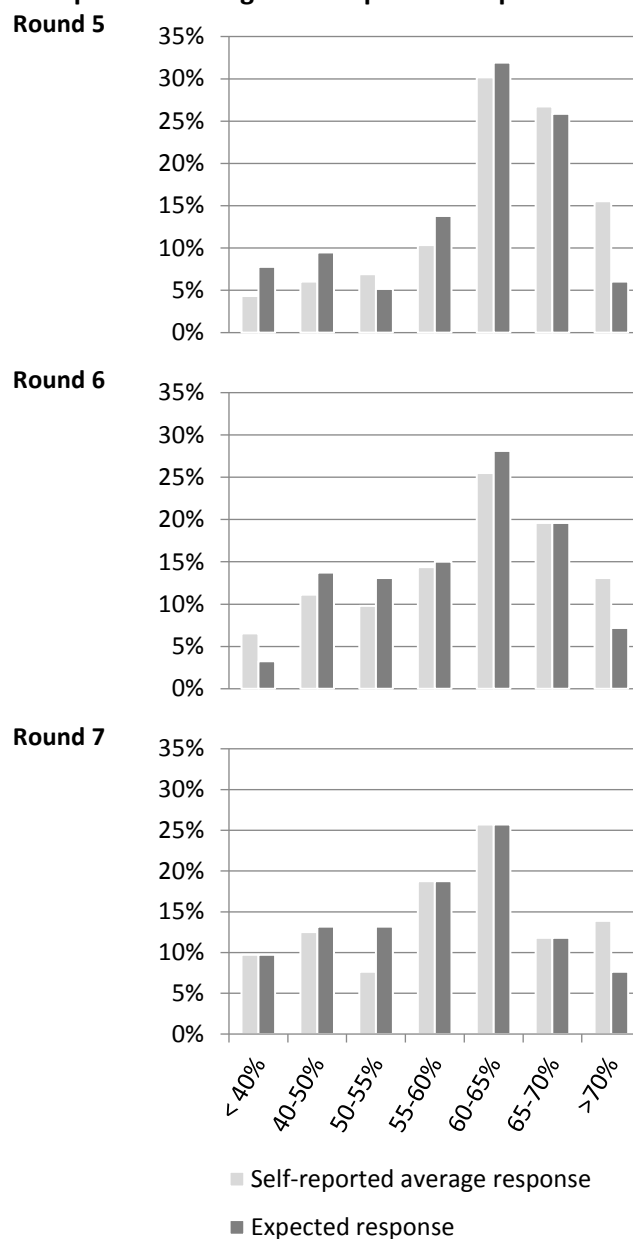
3.5.1 Response rate expectations

On the question about how easy it is to obtain cooperation in general, most interviewers say that is rather or very easy (85% in round 5, 80% in round 6, 78% in round 7). The self-reported average response rates and expected ESS response rates, in contrast, are not extremely high, as illustrated in Figure 20 (p. 67). Only very few interviewers (6-8%) expect to reach the official ESS target response rate of 70%.

The self-reported and expected response rates have also decreased between round 5 and round 7. In round 5, almost three in four interviewers (72%) reported an average response rate of 60% or more, and almost two in three (64%) expected to achieve a 60% response rate in the ESS. In round 6, 58% reported an average response rate of 60% or more, and 55% expected to achieve a 60% response rate in the ESS. In round 7, only just over half the interviewers (51%) reported an average response rate of 60% or more, and less than half (45%) still expected to achieve a 60% response rate in the ESS. This decrease in self-reports and expectations suggests that interviewers think it is less and less likely that high response rates can be achieved.

Again, the large difference between round 5 on the one hand and round 6 and 7 on the other hand may alternatively be due to a different fieldwork agency (with a somewhat different interviewer workforce) being contracted in the latter two rounds.

Figure 20: Self-reported average and expected response rates, round 5 - 7



Source: interviewer fiche round 5 (N = 116 because of 4.13% item nonresponse), round 6 (N = 153 because of 1.29% item nonresponse) and round 7 (N = 144 because of 4.00% item nonresponse).

Note: The round 7 interviewer fiche distinguished between "< 30%", "30-35%", "35-40%", "40-45%" and "45-50%". The first three categories are taken together under "< 40%" and the last two categories are taken together under "40-50%" in order to compare the data to round 5 and 6.

The self-reported average response rates and the expected ESS response rates are very strongly correlated ($r = 0.88$, $p < 0.001$ in round 5, $r = 0.82$, $p < 0.001$ in round 6, $r = 0.79$, $p < 0.001$ in round 7. The interviewers do not seem to make a clear distinction between the response rate they achieve on average, and the response rate they expect to achieve in the ESS. In each round, 60-61% of the interviewers select the same response rate category to indicate the response rate they achieve on average and the response rate they expect to achieve in the ESS.

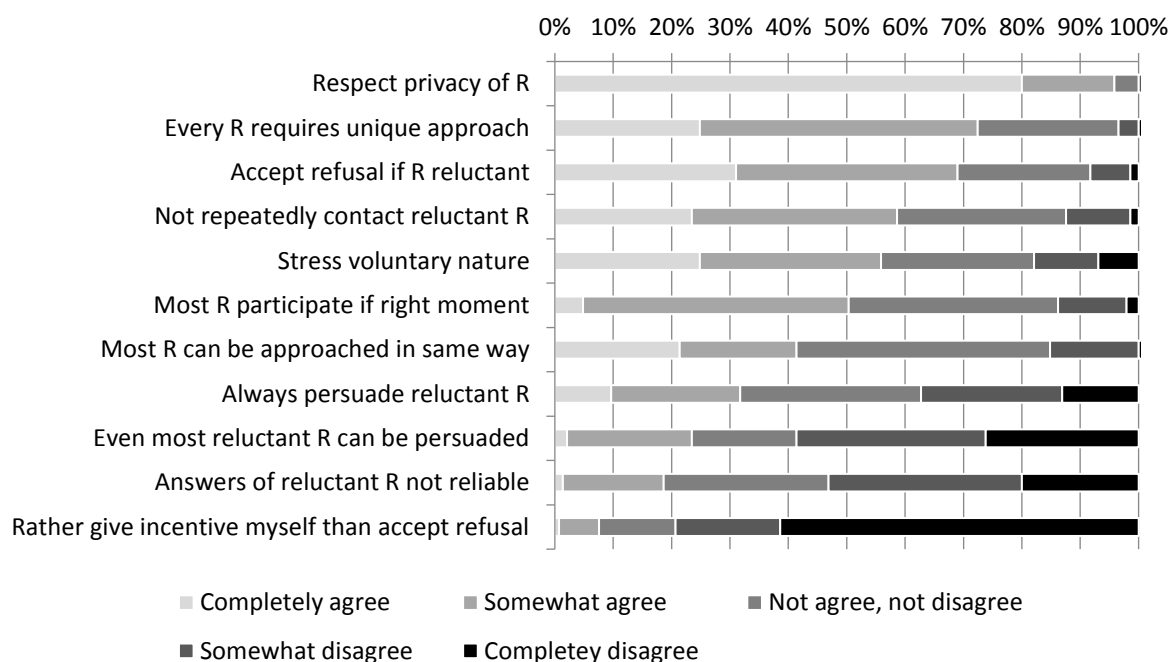
In each round, the more experienced interviewers report, on average, higher average response rates and higher expected ESS response rates (results not shown).

In both round 5 and 6, Dutch speaking interviewers reported, on average, higher average response rates and higher expected ESS response rates than French speaking interviewers (results not shown).

3.5.2 Attitudes towards persuading respondents

The results for the attitudes towards persuading respondents item battery in the round 7 interviewer survey (Figure 21) suggests that the interviewers tend to be quite positive (but not overly so) about persuading respondents to participate. They are also supportive of tailoring the approach to the doorstep situation.

Figure 21: Attitudes towards persuading respondents and tailoring, round 7



Source: interviewer survey round 7 (N = 145).

Almost all interviewers (96%) agree that the respondent's privacy should be respected and a vast majority (69%) agrees that a refusal should be accepted when the respondent is reluctant to participate, but one in two interviewers (50%) agrees that most respondents will participate when approached at the right moment. In addition to the timing of contacts, the way in which respondents are approached matters for the interviewers. Almost three in four interviewers (72%) agree that every respondent requires a unique approach.

Only a very small number of interviewers (8%) agree they would rather give respondents an incentive out of their own pocket than accept a refusal. The reported reluctance of interviewers to give incentives in this way suggests that this practice is not overly common.

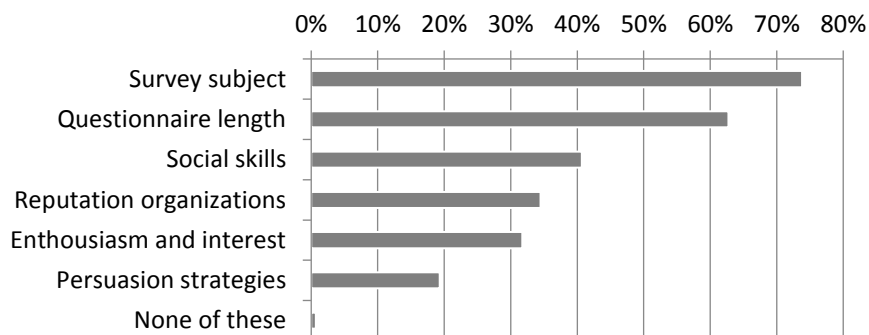
The French speaking interviewers appear to be somewhat more positive towards persuading reluctant respondents while attributing somewhat less importance to tailoring the approach to the doorstep. The French speaking interviewers agree significantly less with the statement that every respondent requires a unique approach ($t(129) = -2.87, p = 0.005$), agree significantly more with the statement that most respondents participate if they are approached at the right moment ($t(141) = 2.33, p = 0.021$) and agree significantly more with the statement that even the most reluctant respondents can be persuaded ($t(137) = 2.29, p = 0.024$).

Only one of the attitudes towards persuading reluctant respondents items is significantly associated with experience level: Interviewers with more than two years' of experience agree significantly more with the statement that a refusal should be accepted if the respondent is reluctant to participate than do interviewers with less than two years' experience ($t(41) = 2.92, p = 0.006$). It is possible that more experienced interviewers have learned from past interactions that putting a lot of effort into persuading reluctant respondents is not profitable but it is not clear why there would be such a relationship for this item only and not for the other items on persuading reluctant respondents.

3.5.3 Fieldwork success attribution

The interviewers were also asked to indicate which factors (maximum three out of six possibilities presented) most strongly determine fieldwork success. Figure 22 presents for each factor the proportion of interviewers that selected it.

Figure 22: Attribution of fieldwork success, round 7



Source: interviewer survey round 7 (N = 145).

External factors, in particular the subject and length of the survey, were picked much more frequently than factors within the interviewers' control. In particular, many interviewers think that the subject of the survey (74%) and the length of the questionnaire (63%) are important determinants of survey participation. The other factors, including their own skill, strategy and enthusiasm, are picked much less frequently. Overall, almost one in three interviewers (31%) picked only external factors while very few (3%) picked only factors within their own control. This suggests that the interviewers tend to attribute success (or failure) to external factors, over which they have no control. Which determinants are picked does not differ between interviewers according to language group or experience level.

3.5.4 Importance attached to response-enhancing strategies

In each round, the interviewers were asked how important they find a number of response-enhancing strategies. In round 5 and 6, the interviewers were asked to evaluate the importance of nine such strategies for three different goals: increasing contact rates, decreasing refusal rates, and limiting costs. In round 7, the interviewers were asked to evaluate the importance of five strategies for increasing contact rates, and to evaluate the importance of four strategies for decreasing refusal rates.

Table 18 (p. 71) presents the average importance attached to the response-enhancing strategies for the different goals (increasing contact rates, decreasing refusal rates, and – for round 5 and 6 – limiting costs. Note that in round 5 and 6, the question asked for a number between 1 (“Not important”) and 10 (“Very important”) whereas in round 7, the question asked for a rating on an 11-point scale from 0 (“Not important”) to 10 (“Very important”). Because of this difference in measurement, the differences in absolute levels of importance between round 5 and 6 on the one hand and round 7 on the other hand are not very meaningful. We therefore focus on the relative importance attached to the different strategies within a round and the relative positions across rounds. The results on the importance attached to the different strategies for limiting costs in round 5 and 6 are included for completeness.

For increasing contact rates, the round 5 and round 6 interviewers find the introduction letter by far the most important strategy. Much importance is also attached to evening visits, weekend visits, and spreading visits over different days. The observation that interviewers attach a lot of importance to the introduction letter for successfully *contacting* potential respondents is remarkable. The available at-home patterns of respondents (and their contactability) are surely not strongly affected by a letter? A possible explanation for the importance attached to the introduction letter in this context would be that interviewers think that potential respondents are less likely to pretend to be not at home, more likely to open the door for a stranger when they have been notified of a (scientific) survey by an advance letter. An alternative, more likely, explanation is that the interviewers do not really distinguish between different goals (i.e., increasing contact rates or decreasing refusal rates) but evaluate different response-enhancing strategies in general only.

In round 7, only the importance of five response-enhancing strategies for increasing contact rates was evaluated instead of nine. These five were expected to be the most important for successfully contacting potential respondents among the nine strategies in round 5 and 6. However, as noted in the above paragraph, this subset does not correspond to the set of strategies that the interviewers find most important. Since the introduction letter is not evaluated in round 7, it is not surprising that evening visits are found to be the most important among the given five strategies.

For decreasing refusal rates, the interviewers in round 5 and 6 again find the introduction letter the most important strategy. Other response-enhancing strategies that are deemed important are doing evening visits, making appointments, and – at least in round 5 – an information brochure. In round 7, only the importance of four response-enhancing strategies for decreasing refusal rates was evaluated instead of nine. These four were expected to be the most important for successfully convincing potential respondents to participate. The introduction letter is again found to be the most important, followed by an information brochure. In contrast to round 5 and 6, making appointments is deemed the least important response-enhancing strategy among the given four strategies.

Even if the interviewers evaluate the introduction letter for overall response rather than for increasing contact rates and decreasing refusal rates separately, it is not entirely clear why they find it so important, given that many potential respondents have not read, or do not remember reading, it.

Table 18: Importance attached to response-enhancing strategies, round 5 - 7

| | Importance for increasing contact rates | | | | | |
|--|---|------|---------|------|---------|------|
| | Round 5 | | Round 6 | | Round 7 | |
| | Mean | SD | Mean | SD | Mean | SD |
| Showing identification | 5.91 | 2.99 | 5.76 | 2.98 | - | |
| Introduction letter | 8.41 | 1.89 | 7.46 | 2.36 | - | |
| Information brochure | 6.63 | 2.35 | 6.06 | 2.61 | - | |
| Evening visits | 7.38 | 1.80 | 7.32 | 1.47 | 7.91 | 1.61 |
| Weekend visits | 7.19 | 1.69 | 6.93 | 1.71 | 7.54 | 1.90 |
| Spreading visits over different days | 7.07 | 1.86 | 7.04 | 1.76 | 7.64 | 1.60 |
| Spreading visits over different times of day | 6.87 | 1.99 | 6.79 | 1.78 | 7.43 | 1.98 |
| Four visits if no contact | 6.29 | 2.38 | 6.18 | 2.24 | 7.45 | 1.94 |
| Making appointments | 6.59 | 2.37 | 6.52 | 2.23 | - | |

| | Importance for decreasing refusal rates | | | | | |
|--|---|------|---------|------|---------|------|
| | Round 5 | | Round 6 | | Round 7 | |
| | Mean | SD | Mean | SD | Mean | SD |
| Showing identification | 5.72 | 2.79 | 5.46 | 2.48 | 6.74 | 2.76 |
| Introduction letter | 7.88 | 1.83 | 7.01 | 1.94 | 8.70 | 1.59 |
| Information brochure | 6.63 | 2.35 | 5.69 | 2.16 | 7.03 | 2.17 |
| Evening visits | 6.25 | 2.06 | 5.85 | 1.85 | - | |
| Weekend visits | 6.09 | 2.10 | 5.75 | 1.87 | - | |
| Spreading visits over different days | 6.06 | 2.13 | 5.64 | 2.03 | - | |
| Spreading visits over different times of day | 6.10 | 2.12 | 5.68 | 2.01 | - | |
| Four visits if no contact | 5.40 | 2.35 | 5.08 | 2.09 | - | |
| Making appointments | 6.60 | 2.32 | 6.24 | 2.01 | 6.38 | 2.62 |

| | Importance for limiting costs | | | | | |
|--|-------------------------------|------|---------|------|---------|----|
| | Round 5 | | Round 6 | | Round 7 | |
| | Mean | SD | Mean | SD | Mean | SD |
| Showing identification | 5.12 | 2.98 | 4.65 | 2.98 | - | |
| Introduction letter | 6.72 | 2.58 | 5.75 | 2.62 | - | |
| Information brochure | 5.64 | 2.41 | 4.77 | 2.45 | - | |
| Evening visits | 5.84 | 2.28 | 5.57 | 2.27 | - | |
| Weekend visits | 5.92 | 2.18 | 5.58 | 2.21 | - | |
| Spreading visits over different days | 5.42 | 2.23 | 5.12 | 2.26 | - | |
| Spreading visits over different times of day | 5.53 | 2.28 | 5.34 | 2.17 | - | |
| Four visits if no contact | 4.72 | 2.60 | 4.16 | 2.43 | - | |
| Making appointments | 5.33 | 2.38 | 5.32 | 2.55 | - | |

Source: interviewer fiche round 5 (N = 108 because of 10.74% item nonresponse), round 6 (N = 133 because of 27.10% item nonresponse) and round 7 (N = 147 because of 2.00% item nonresponse).

Remarkably, French speaking and Dutch speaking interviewers disagree on the importance of a number of response-enhancing strategies. For example, the Dutch speaking interviewers attached more importance to evenings visits than do the French speaking interviewers (results not shown). On the other hand, the Dutch speaking interviewers attach significantly less importance to spreading visits over different times of day in both round 5 and round 7 (results not shown). The differences may be due to different aspects of the contact procedure emphasized during the interviewer briefings and/or to cultural differences in which strategies are (thought to be) effective.

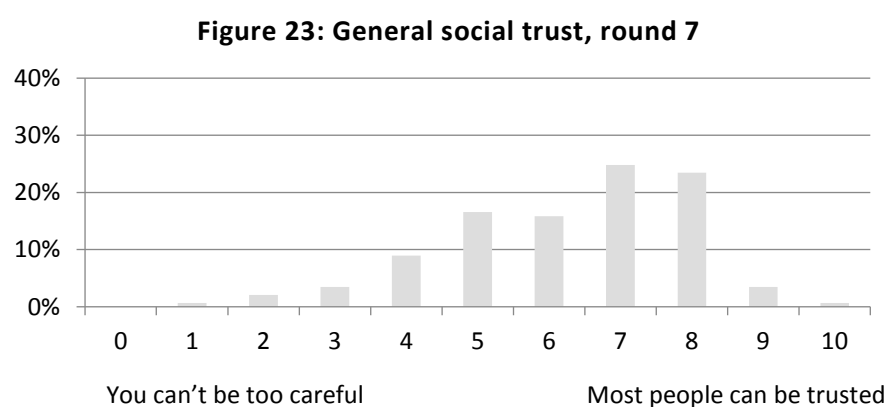
More experienced and less experienced interviewers also disagree on the importance of some of response-enhancing strategies. For example, more experienced interviewers tend to attach more importance to the introduction letter, especially for achieving high contact rates (in round 5 and 6). The importance of an introduction letter for achieving high contact rates was not asked to evaluate in round 7.

In summary, we observe that interviewers attach a lot of information to the introduction letter, and experienced interviewers even more so. This suggests the letter has a purpose other than introducing the survey to potential respondents, possibly supporting the interviewers' interaction with potential respondents on the doorstep. It would be interesting to study how the (experienced) interviewers use the letter.

3.5.5 Social trust and concerns about data protection

The interviewers in round 7 were asked how much they trust other people in general ("Most people can be trusted" to "You can't be too careful") and how concerned they were about the protection of personal data (see Subsection 2.2.1.4 'Measuring attitudes related to contacting and obtaining cooperation', p. 27). Trusting interviewers may be better at convincing potential respondents to participate and to give complete and correct information.

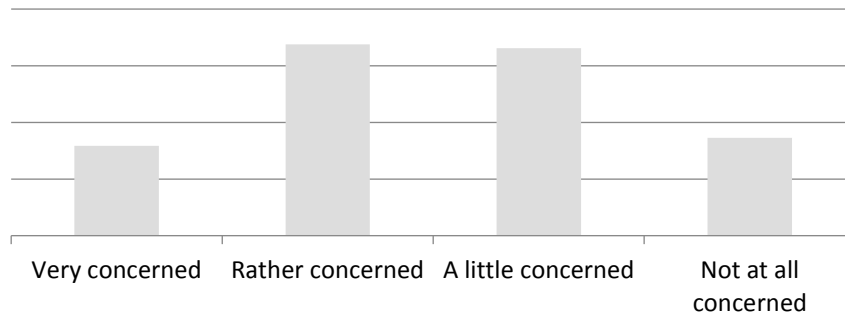
The distribution of trust in other people in general (also referred to as 'general social trust') is shown in Figure 23. This shows that the interviewers are generally quite but not overly trusting people. The average trust level (on a scale from zero to ten) for the interviewers is 6.28 ($SD = 1.70$), whereas this is only 5.02 ($SD = 2.18$) for Belgian ESS respondents in round 7.



Source: interviewer survey round 7 (N = 145).

Although general trust is relatively high, one in two interviewers is rather or very concerned about personal data protection (Figure 24).

Figure 24: Concerns about personal data protection, round 7



Source: interviewer survey round 7 (N = 145).

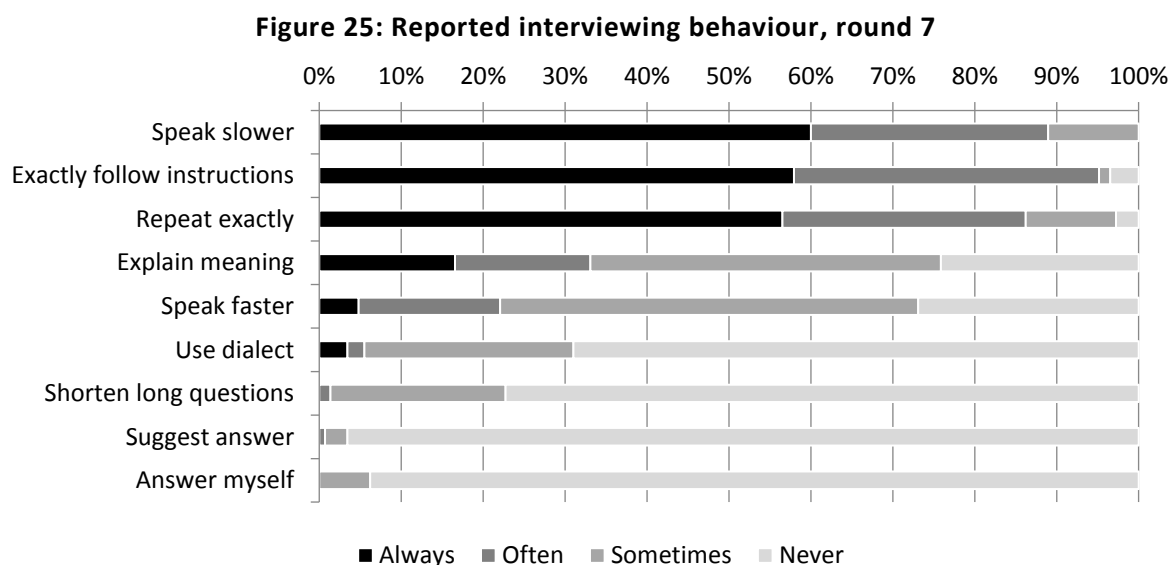
3.6 Behaviours related to conducting the interview

The interviewers' actual behaviour during the interview is likely to affect data quality. As it is not possible to observe each and every interview, some indirect measures are needed. One possible approach is to ask the interviewers directly about their behaviour and assume that the self-reported behaviour is close to the true behaviour. A second approach is to observe the interviewers, directly or indirectly, during one of their interviews and assume that the observed behaviour generalizes to the rest of the interviews. The first approach is implemented by including a question battery on interviewing behaviour in the interviewer survey (see Subsection 2.2.1.5 'Measuring interviewing behaviour', p. 28). In line with the second approach, the checklist of the audio recordings summarizes interviewing behaviour characteristics (see Subsection 2.4 'Audio recordings and the interviewing checklist', p. 36).

Some descriptive results for these three approaches are briefly described in the following paragraphs.

3.6.1 Self-reported interviewing behaviour

Figure 25 presents the frequency distribution of the interviewers self-reported interviewing behaviour derived from the round 7 interviewer survey. Overall, the interviewers report strong but not complete adherence to the principles of standardized interviewing. The reported interviewing behaviour is likely to have been affected by social desirability bias.



Source: interviewer survey round 7 (N = 145).

For the two most extreme deviations of standardized interviewing, answering questions themselves and suggesting answers, there is strong agreement between the interviewers that this is unacceptable. Almost all interviewers say they never do this (94% and 97%, respectively). Other deviations, such as speaking faster (22% always or often) and explaining the meaning of questions (33% always or often), are reported considerably more frequently.

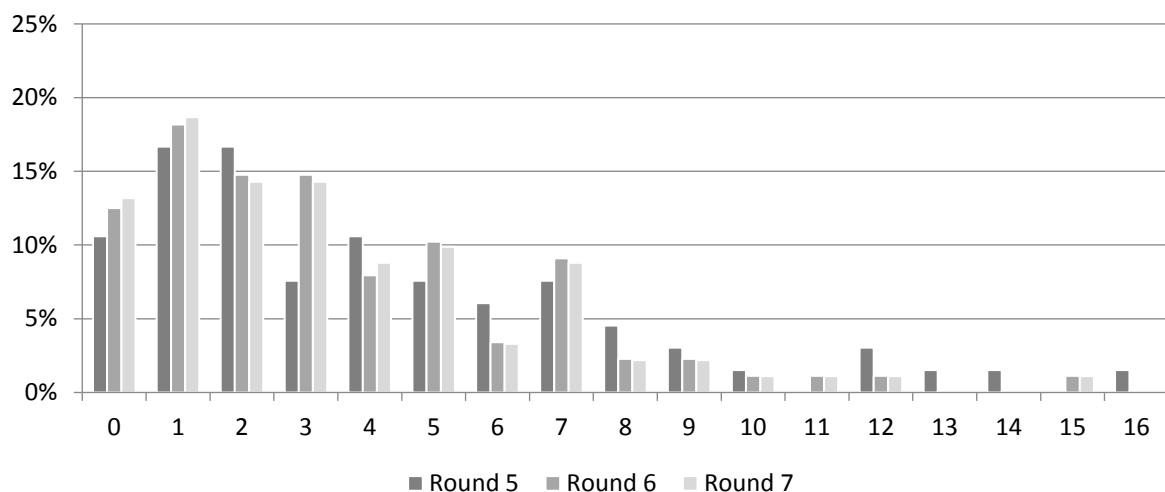
Only for one of the interviewing behaviours there is a considerable difference between Dutch and French speaking interviewers, namely for switching to dialect. Many more French speaking interviewers (82%) than Dutch speaking interviewers (60%) say they never do this. This difference is likely due to dialects being less relevant in Wallonia than they are in Flanders, as suggested by a French speaking colleague when translating the questionnaire into French.

The reported interviewing behaviours are not significantly different for interviewers with more than two years' experience than they are for interviewers with up to two years' experience (results not shown). This suggests that as interviewers gain more experience they do not necessarily standardize their interviews more or less.

3.6.2 Observed interviewing behaviour (audio recordings)

Figure 26 presents the frequency distribution of the number of observed deviating behaviours derived from the audio recordings via the interviewing checklist (containing 30 criteria in round 5, 29 criteria in round 6 and 7) as an overall measure of deviation from standardized interviewing for the Dutch speaking interviewers (see Section 2.4 'Audio recordings and the interviewing checklist', p. 36).

Figure 26: Number of deviating behaviours derived from the audio recordings , round 5 - 7



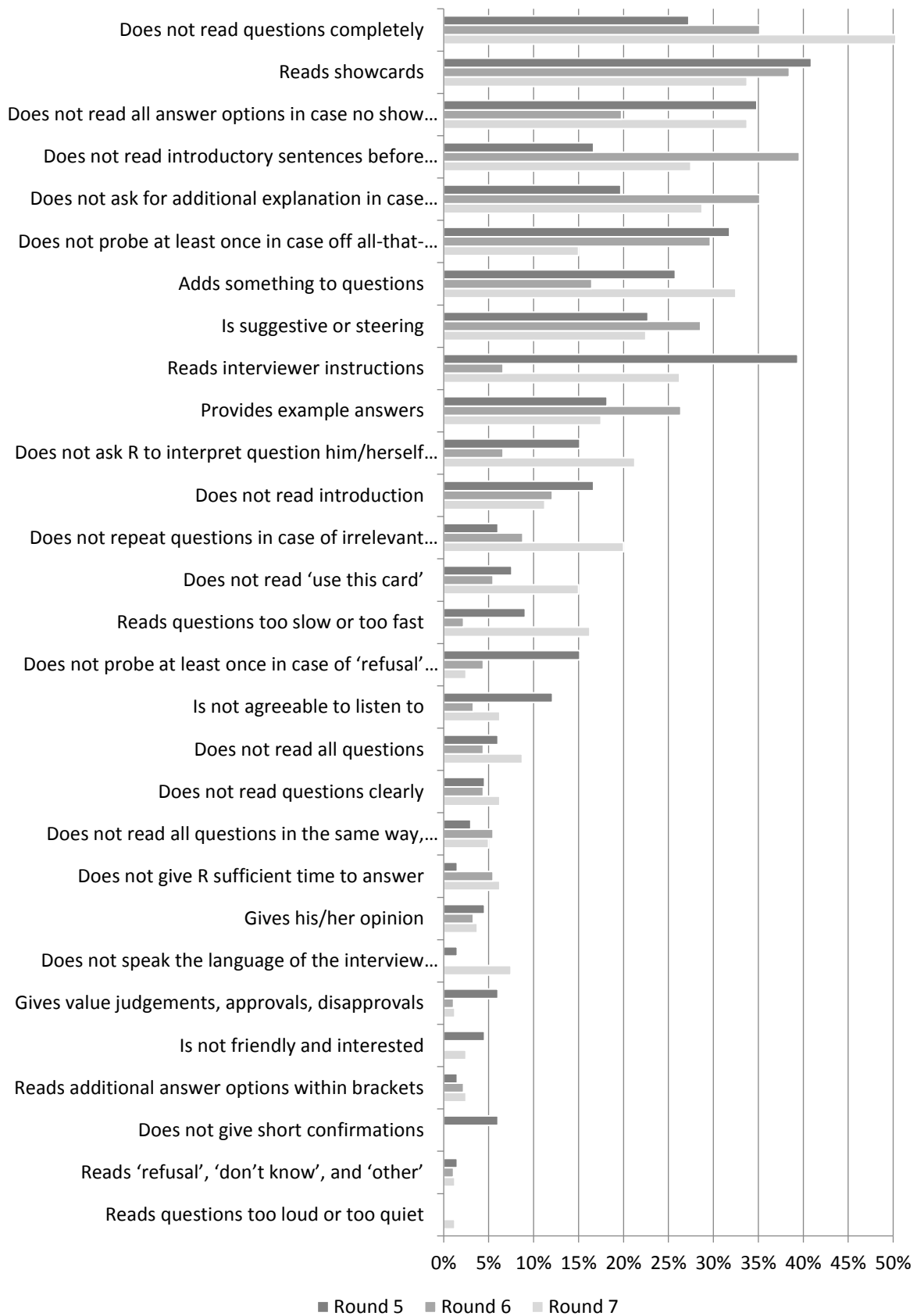
Source: standardized evaluations of Dutch speaking interviewers' audio recordings round 5 (N = 66), round 6 (N = 91) and round 7 (N = 80).

Only for 11-13% of the Dutch speaking interviewers none of the deviating behaviours of the interviewing checklist were observed. On the other end of the range, only a small number of interviewers were observed to deviate excessively. Ten or more deviating behaviours were observed for 9% in round 5, 5% in round 6 and 4% in round 7. Although most interviewers reported standardized interviewing behaviour in the interviewer survey, many actually do depart from what is expected from them, even if the level of experience and (on-the-job) training in the interviewer workforce is high.

As is the case for the self-reported interviewing behaviours, the average number of observed deviating behaviours is not significantly different for interviewers with more than two years' experience than they are for interviewers with up to two years' experience (results not shown). This supports the conclusion that experienced interviewers do not do better at standardizing the interview.

Figure 27 (p. 77) shows the frequency of each of the 29 behaviours of the interviewing checklist, graphically reproducing Table 14 (p. 38). In round 5, the most common deviations are reading showcards (41%), reading interviewer instructions (39%) and not reading all options when no show card is available (35%). In round 6, the most common deviations are not reading introductory sentences (40%), reading showcards (38%), not reading questions completely (35%) and not asking for additional explanation when the respondent's answer is not one of the available options (35%). In round 7, the most common deviations are not reading questions completely (51%), reading showcards (34%) and not reading all options when no show card is available (34%). We also observe that deviations that occur frequently in one round also tend to occur frequently in other rounds. Given the high level of experience of most interviewers (see Subsection 3.2 'Interviewer experience', p. 52) it is likely that the interviewers stick too rigidly to their own practice developed over the years.

Figure 27: Observed deviating behaviours in the audio recordings, round 5 - 7



Source: standardized evaluations of Dutch speaking interviewers' audio recordings round 5 (N = 66), round 6 (N = 91) and round 7 (N = 80).

3.7 Effort in the task-as-respondent

As suggested in Subsection 2.3 'ESS test interviews' (p. 35), the way in which the ESS test interviews are completed may give an indication of the level of effort and care with which the interviewers fulfil this task, and indirectly, the actual interviewing task. We look at interview speed (the number of questions per minute) as a possible proxy for effort.

Figure 28 (p. 79) shows the interview speed distribution per module and in total for the interviewers in the ESS test interviews. As a reference, the interview speed distribution per module and in total for the respondents in the actual ESS interviews are plotted as well.

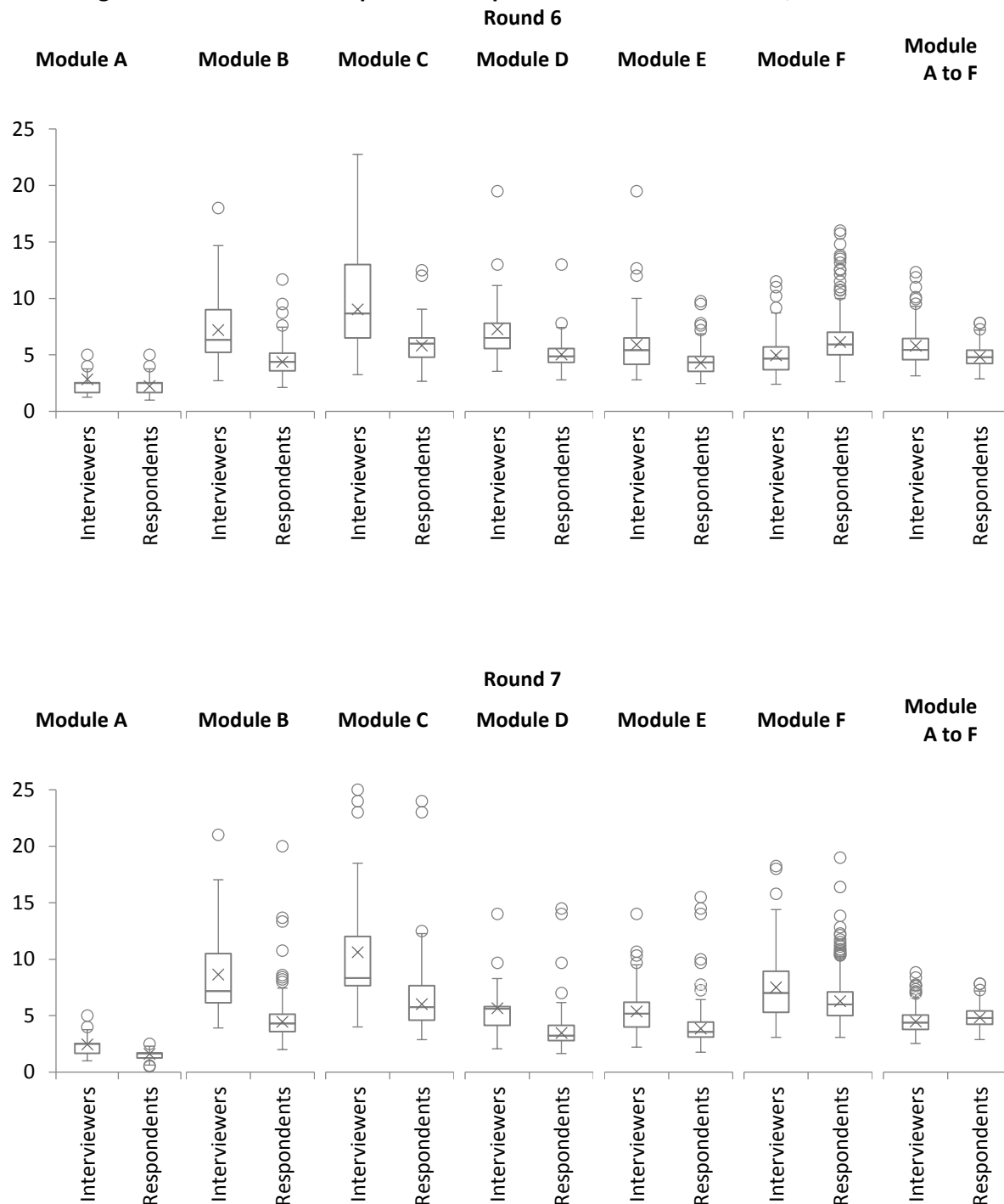
The interview speed for the interviewer group ($M = 5.80$, $SD = 1.78$ in round 6, $M = 6.53$, $SD = 2.24$ in round 7) is higher than the speed for the respondent group ($M = 4.85$, $SD = 0.81$ in round 6, $M = 4.47$, $SD = 0.93$ in round 7) in both round 6 and 7. The differences are nonetheless not unreasonable. Interview speed is, after all, generally higher for a self-administered questionnaire (the interviewer group) than for a personal interview (the respondent group). The interviewers complete the questionnaire faster than the respondents, but the interview speeds are not as large as would suggest that they go through the questionnaire without reading, and at least superficially considering, the questions. The interviewers, when completing the ESS test interviews, appear to put a reasonable amount of effort to the task.

The pattern of speed over the different modules in the questionnaire is also comparable in both groups. Easier modules, which are completed faster by respondents, are also completed faster by the interviewers. The similarity in the pattern of interview speed over the different modules suggests that the interviewers tend to consider the questions thoroughly.

The average interview speed is significantly lower for the French speaking interviewers compared to the Dutch speaking interviewers in both round 6 and 7. The French speaking interviewers answered on average 5.21 ($SD = 1.22$) and 5.72 ($SD = 1.83$) questions per minute in round 6 and round 7, respectively, whereas the Dutch speaking interviewers answered on average 6.09 ($SD = 1.94$) and 6.99 ($SD = 2.33$) questions per minute in round 6 and round 7, respectively ($t(109) = 3.01$, $p = 0.003$ in round 6; $t(87) = 2.99$, $p = 0.004$ in round 7).

The average interview speed is not significantly different for interviewers with more than two years' experience than they are for interviewers with up to two years' experience (results not shown). This would suggest that the experienced interviewers put in about similar levels of effort as the less experienced interviewers.

Figure 28: ESS interview speed for respondents and interviewers, round 6 - 7



Source: ESS test interviews round 6 (N = 119 because of xx% item nonresponse) and round 7 (N = 99 because of xx% item nonresponse), and ESS timer data respondents round 6 (N = 1499 because of 19.80% missing) and round 7 (N = 1413 because of 20.12% missing).

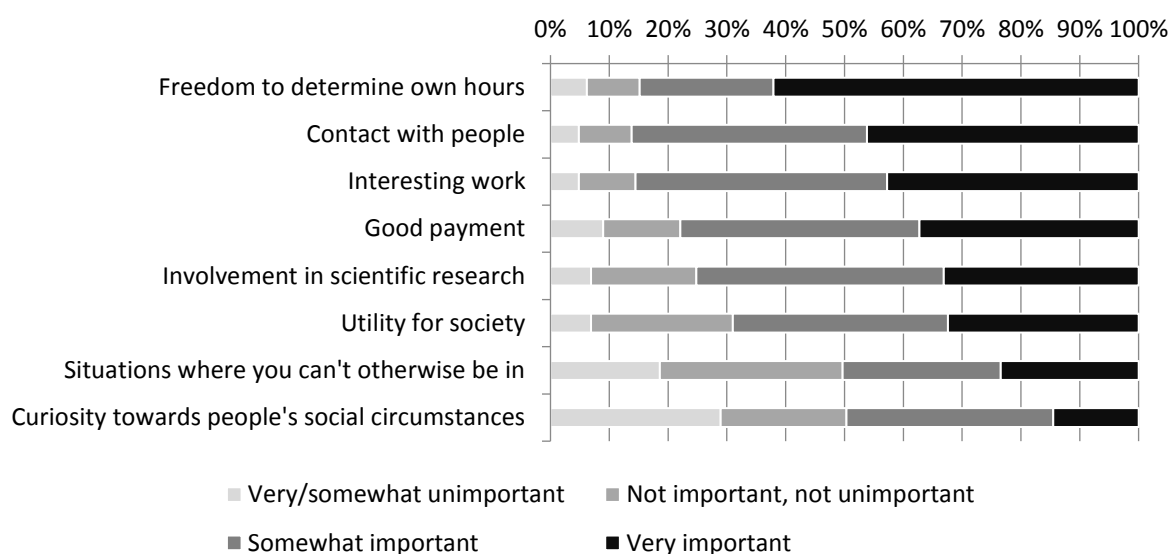
Note: Boxes represent first quartile, median and third quartile; whiskers represent minimum and maximum non-outlying (further than 1.5 times the interquartile range) value; x represents the mean.

3.8 Work motivations

Because interviewers may be motivated in their work by different sources, and this may relate to how they see their job (e.g. legitimacy), a question battery on work motivations was included in the round 7 interviewer survey (see Subsection 2.2.1.6 ‘Measuring sources of motivation’, p. 29).

The importance attached to the different aspects of the job as survey interviewer is presented in Figure 29. The interviewers appear to attach great importance to aspects of interviewing work other than payment. In particular, the freedom to determine their own hours, the contact with people and the interestingness of the work are considered very important by 62%, 46% and 43%, respectively. Good payment is only fourth in the list.

Figure 29: Work motivations, round 7



Source: interviewer survey round 7 (N = 145).

3.9 Conclusions

To conclude this section, we summarize the main observations with regard to the ESS interviewer workforce composition.

First, the interviewer workforce is **relatively aged**. In round 7, close to one in three interviewers were aged sixty or older. Especially when compared to the Belgian population in general, the younger age groups (people aged younger than forty) are vastly underrepresented in the interviewer workforce whereas the older age groups (people aged fifty to seventy) are overrepresented. An aged interviewer workforce is not unique to Belgium. Many other ESS countries observe a similar, or even more aged, distribution. The agedness of the interviewer workforce appears common to ESS in general and most notably among member countries, that consistently participate.

The numbers for round 5 through 7 also suggest the interviewer workforce **may be ageing**. This may have been caused both by limited recruitment from the ‘younger’ age groups and by aging of the existing interviewer workforce. Each of these two explanations would suggest specific challenges to maintaining the interviewer workforce capacity. If the fieldwork agency recruits mostly older interviewers, possibly because the job is little attractive to younger people, there may be a problem with fast staff turnover. Training of new recruits who will stay in the job only for a few years (because they are already quite old when recruited) is little cost-effective. If, on the other hand, the fieldwork agency is unable or unwilling to recruit new interviewers altogether and the existing interviewer pool is simply aging as a result, there may be a risk of losing talent, skill, and experience in the near future because the oldest interviewers cannot continue working much longer. The risk is especially threatening if the experienced interviewers leave without transferring their knowledge and skills to the younger generations of interviewers. More efforts to recruit relatively younger interviewers seems necessary.

However, as noted in the Introduction (p. 7), apparent trends should be treated with caution because the interviewer workforce employed in any round is not a random sample from the interviewer population. Similarities (differences) between rounds may be partially due to the fieldwork agency being contracted being the same (different) or a large (small) overlap in the interviewer workforce between rounds.

Second, the interviewer workforce is **well-educated**. Especially qualification in the domains of teaching, business (including marketing), tourism and social work are common. About one in two interviewers has a qualification in one or several of these domains. Since interviewers with the right skills can do interviewer work more profitably and therefore stay in the interviewer workforce, these qualifications being common in the interviewer workforce would suggest that some knowledge and skills acquired in these qualifications may have been transferable to the job as survey interviewer. For example, communication skills (commonly included in teaching and business qualifications) are especially relevant to the job as survey interviewer. In addition, interviewers with business qualifications or social work qualifications may have gained some background knowledge on the objectives and methods of market research or social science research, respectively. The fundamentals of market research or social science research are valuable to understanding the context of survey projects and the interviewers’ role in collecting survey data.

Third, almost half the interviewers have to divide their time between their job as survey interviewer and **another (part-time) job**. Among those that do have another job, about half works in sales,

education or business. As for the frequent qualifications, some knowledge and skills acquired in these other jobs may be helpful to interviewer work. Success in sales, education or business occupations is highly dependent on excellent communication skills, which are likely to be transferable to the job as survey interviewer. Interviewers who work in sales or consulting are expected to be especially good at convincing people: to buy a product, to accept an idea, and similarly, to participate in a survey. Teachers, on the other hand, have a slightly different but equally relevant set of communication skills, focused on motivating and clearly explaining expectations.

On the other hand, the interviewers may not be very committed to doing very well if they also have other responsibilities that demand a lot of their time and effort. The interviewers who do not have another job spend more time on interviewer work (close to full-time employment on average). The interviewers who do have another job spend somewhat less time on interviewer work, but still end up with more hours worked per week in total. These and other workload measures can be used to create a workload-based typology of interviewers related to fieldwork performance.

In addition to other jobs, **other survey projects** may demand time and effort. We find that during the round 5 and round 7 fieldwork, almost all interviewers were involved in at least one other survey project whereas less than half the interviewers were during the round 6 fieldwork. The limited involvement in other survey projects during the round 6 fieldwork may explain why the round 6 fieldwork progressed so much more smoothly than the fieldwork in round 5 and 7. In general there are large differences in the involvement in other survey projects among the interviewers. Both other jobs and other survey projects threaten the workforce capacity for a given survey project.

Fourth, the interviewers are **experienced** and thus have a lot of **on-the-job training**. In addition to the interviewers having worked as a survey interviewer for many years (about 60% have five years' experience or more), many have previous ESS experience and experience with similar survey projects by universities or governments such as Eurobarometer. As a result of having been involved in many projects, the interviewers have attended many project-specific briefings. Experience and on-the-job training is generally thought to be a desirable attribute in the interviewer workforce because experienced interviewers have been exposed to a large variety of situations. On the other hand, too strong a familiarity with, and rigidly sticking to, other survey projects' instructions may also be harmful to adherence to the ESS instructions. In any case, experience and on-the-job training may not be sufficient for the interviewers to be well-prepared for a particular survey project. General interviewer training can help to improve the interviewers' knowledge and skills that are relevant across different survey projects. Project-specific briefings are unlikely to extensively cover this in addition to the specific instructions of the survey project. General interviewer training sessions is nonetheless limited. Almost one in three interviewers did not attend a general interviewer training session recently (in the last two years) .

Fifth, the interviewers are, in general, **reasonably (but not overly) confident** about response, and **quite (but not overly) positive about persuading potential respondents**. The expected ESS response rates have nonetheless shifted down somewhat. In round 5, about two in three interviewers expected to achieve a 60% response rate. In round 7, this is less than half. This may suggest that the interviewers feel that the survey climate is deteriorating. Again we should be cautious about interpreting apparent trends from round to round because the interviewer workforce employed in any round is not a random sample from the interviewer population.

Remarkable is that many interviewers tend to attribute success or failure to **factors out of their own control** (e.g. survey subject, questionnaire length). If interviewers think their own enthusiasm, skill and strategies have little impact, training targeted at improving skill and strategies may be less effective.

Sixth, the interviewers **adhere incompletely to the principles of standardized interviewing**. Very severe deviations (e.g. answering questions themselves and suggesting answers) are infrequently reported, but smaller deviations (e.g. speaking faster explaining the meaning of questions) are reported by many. In addition, most interviewers are observed to deviate from at least a handful of interviewing checklist criteria. Many do not read questions completely, read showcards, do not read all answer options when no showcard is available. Neither reported nor observed interviewing behaviour appears to relate to the interviewers' experience, suggesting that experience and on-the-job training is insufficient to guarantee standardized interviewing. More attention may have to be paid to these issues during the ESS briefing.

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Appendix 1: Codebook interviewer data, round 5

Codebook ESS5

Administrative variables

| Variable name | Label | Values | Value labels |
|-----------------|---|----------|--------------------|
| ROUND | ESS ronde | 5 | Ronde 5 (2010) |
| | | 6 | Ronde 6 (2012) |
| | | 7 | Ronde 7 (2014) |
| INTNUM | Interviewnummer in ESS contact form data | (999999) | (niet beschikbaar) |
| INTNUM_FW | Interviewnummer in veldwerkorganisatie | | |
| LASTNAME | Achternaam | (99999) | (niet beschikbaar) |
| FIRSTNAME | Voornaam | | |
| LANG | Taal | 1 | Français |
| | | 2 | Nederlands |
| | | (9) | (niet beschikbaar) |
| AGEA | Leeftijd | (999) | (niet beschikbaar) |
| SEXA | Geslacht | 1 | Vrouw |
| | | 2 | Man |
| | | (9) | (niet beschikbaar) |
| POSTCODE | Postcode woonplaats | (99999) | (niet beschikbaar) |
| MUNICIPALITY | Gemeente woonplaats | | |
| PROVINCE | Provincie woonplaats | | |
| BRIEFING | Ingeschreven in briefing | 1 | Nee |
| ACTIVE1 | Actief in veldwerk (tenminste één contactpoging gedaan) | 2 | Ja |
| ACTIVE2 | Actief in veldwerk (tenminste één interview gerealiseerd) | (9) | (niet beschikbaar) |
| FICHE_RECEIVED | Fiche ontvangen | | |
| FICHE_INFILE | Fiche beschikbaar | | |
| ESSMAIN_INFILE | ESS vragenlijst beschikbaar | | |
| AUDIO_RECEIVED | Audiotape ontvangen | | |
| AUDIO_INFILE | Audiotape beschikbaar | | |
| AUDIO_CODED | Audiotape is gecodeerd | | |
| INTQUEST_INFILE | Interviewervragenlijst beschikbaar | | |
| ESSMAIN_N | Aantal ESS vragenlijsten beschikbaar | | |
| AUDIO_N | Aantal audiotapes beschikbaar | | |
| AUDIOCODED_N | Aantal audiotapes gecodeerd | | |
| INTQUEST_N | Aantal interviewervragenlijsten beschikbaar | | |

| | | | |
|----------------|---|-----|-----------------------|
| ESSMAIN_MATCH | Manier koppeling ESS vragenlijst | 1 | 1-op-1 |
| | | 2 | Leeftijd-geslacht |
| | | 3 | Laatste |
| | | (6) | (niet van toepassing) |
| AUDIO_MATCH | Manier koppeling audiotape | 1 | 1-op-1 |
| INTQUEST_MATCH | Manier koppeling interviewervragenlijst | 2 | Laatste |
| | | (6) | (niet van toepassing) |

Interviewer fiche variables

| | Naam | Label | Waarden | Waardenlabels |
|----|---------------|---|---------|-----------------------------------|
| Q2 | AGEB | Leeftijd (fiche) | (888) | (geen antwoord) |
| | | | (999) | (niet beschikbaar) |
| Q3 | SEXB | Geslacht (fiche) | 1 | Vrouw |
| | | | 2 | Man |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q4 | EDUCB | Opleidingsniveau (fiche) | 1 | < Hoger secundair onderwijs |
| | | | 2 | Hoger secundair onderwijs |
| | | | 3 | Niet-universitair hoger onderwijs |
| | | | 4 | Universitair onderwijs |
| | | | (8) | (geen antwoord) |
| Q5 | YEARSINTB | Interviewerervaring (fiche) | (9) | (niet beschikbaar) |
| | | | 1 | Minder dan 1 jaar |
| | | | 2 | 1 - 2 jaar |
| | | | 3 | 2 - 5 jaar |
| | | | 4 | 5 - 10 jaar |
| | | | 5 | Meer dan 10 jaar |
| Q6 | OTHERJOBR | Andere betaalde activiteiten (raw) | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| | OTHERJOB | Andere betaalde activiteiten | 1 | Nee |
| | | | 2 | Ja |
| | OTHERJOBHOURS | Aantal uren besteed per week andere betaalde activiteiten | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | | | (555) | (Variabel) |
| Q7 | PAYMENTR | Beoordeling betaling interviewwerk (raw) | (777) | (ongeldig antwoord) |
| | | | (888) | (geen antwoord) |
| | PAYMENT | Beoordeling betaling interviewwerk | (999) | (niet beschikbaar) |
| | | | 1 | Goede beloning |
| | | | 2 | Redelijke beloning |
| | | | 3 | Aan de lage kant |
| | | | 4 | Duidelijk te weinig |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |

| | | | | |
|------------|-----------------------|---|---------|----------------------|
| Q8 | ESSEXPR | Meegewerkt vorige rondes van het ESS (raw) | 1 | Nee |
| | ESSEXP | Meegewerkt vorige rondes van het ESS | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | ESSEXP_R1 | Meegewerkt in ESS1 | 1 | Nee |
| | ESSEXP_R2 | Meegewerkt in ESS2 | 2 | Ja |
| | ESSEXP_R3 | Meegewerkt in ESS3 | (9) | (niet beschikbaar) |
| Q9 | ESSEXP_R4 | Meegewerkt in ESS4 | | |
| | UNIGOVEXPR | Ervaring andere wetenschappelijke en overheidssurveys (raw) | 1 | Nee |
| | UNIGOVEXP | Ervaring andere wetenschappelijke en overheidssurveys | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| Q10 | | | (9) | (niet beschikbaar) |
| | UNIGOVEXP_verbatim | Andere wetenschappelijke en overheidssurveys (verbatim) | (99999) | (niet beschikbaar) |
| | F2FEXPR | Ervaring andere face-to-face interviews (raw) | 1 | Nee |
| | F2FEXP | Ervaring andere face-to-face interviews | 2 | Ja |
| Q11 | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | F2FEXP_verbatim | Andere face-to-face interviews (verbatim) | (99999) | (niet beschikbaar) |
| | TRAINING | Aantal interviewer trainingen | (555) | (Meerdere) |
| Q12 | | | (888) | (geen antwoord) |
| | | | (999) | (niet beschikbaar) |
| | TRAINING_verbatim | Aantal interviewer trainingen (verbatim) | (99999) | (niet beschikbaar) |
| | TRAININGSPEC_verbatim | Details interviewer trainingen: duur en lesgever (verbatim) | (99999) | (niet beschikbaar) |
| Q13 | CONVINCER | Beoordeling mate waarin respondenten te overtuigen zijn (raw) | 1 | Heel gemakkelijk |
| | CONVINCE | Beoordeling mate waarin respondenten te overtuigen zijn | 2 | Eerder gemakkelijk |
| | | | 3 | Eerder moeilijk |
| | | | 4 | Heel moeilijk |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| Q14 | | | (9) | (niet beschikbaar) |
| | PARTICIPATER | Gemiddelde responsgraad (raw) | 1 | < 40% |
| Q14 | PARTICIPATE | Gemiddelde responsgraad | 2 | 40 - 50% |
| | ESSPARTICIPATER | Verwachte responsgraad ESS (raw) | 3 | 50 - 55% |
| | ESSPARTICIPATE | Verwachte responsgraad ESS | 4 | 55 - 60% |
| | | | 5 | 60 - 65% |
| | | | 6 | 65 - 70% |

| | | | | |
|-----|---------------------|--|-------|----------------------------|
| | | | 7 | > 70% |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| Q15 | AFTER17R | Bereid 's avonds na 17u bezoeken (raw) | 1 | Nooit na 17u |
| | AFTER17 | Bereid 's avonds na 17u bezoeken | 2 | Na drie vergeefse bezoeken |
| | | | 3 | Na twee vergeefse bezoeken |
| | | | 4 | Na een vergeefs bezoek |
| | | | 5 | Meteen bij eerste bezoek |
| | | | 6 | Zoveel mogelijk |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| Q16 | SATURDAYR | Bereid op zaterdag bezoeken (raw) | 1 | Nooit op een zaterdag |
| | SATURDAY | Bereid op zaterdag bezoeken | 2 | Na drie vergeefse bezoeken |
| | | | 3 | Na twee vergeefse bezoeken |
| | | | 4 | Na een vergeefs bezoek |
| | | | 5 | Meteen bij eerste bezoek |
| | | | 6 | Zoveel mogelijk |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| Q17 | IMPCONTACT_IDENTIFY | Belang van tonen van identificatie voor een hoog contactpercentage | 1 | Niet belangrijk |
| | IMPREFUSE_IDENTIFY | Belang van tonen van identificatie voor weinig weigeringen | 2 | |
| | IMPCOST_IDENTIFY | Belang van tonen van identificatie voor lage kosten | 3 | |
| | IMPCONTACT_LETTER | Belang van een introductiebrief voor een hoog contactpercentage | 4 | |
| | IMPREFUSE_LETTER | Belang van een introductiebrief voor weinig weigeringen | 5 | |
| | IMPCOST_LETTER | Belang van een introductiebrief voor lage kosten | 6 | |
| | IMPCONTACT_BROCHURE | Belang van een informatiebrochure voor een hoog contactpercentage | 7 | Heel belangrijk |
| | IMPREFUSE_BROCHURE | Belang van een informatiebrochure voor weinig weigeringen | 8 | |
| | IMPCOST_BROCHURE | Belang van een informatiebrochure voor lage kosten | 9 | |
| | IMPCONTACT_EVENING | Belang van bezoeken in de avond voor een hoog contactpercentage | 10 | |
| | IMPREFUSE_EVENING | Belang van bezoeken in de avond voor weinig weigeringen | (77) | |
| | IMPCOST_EVENING | Belang van bezoeken in de avond voor lage kosten | (88) | |
| | IMPCONTACT_WEEKEND | Belang van bezoeken in het weekend voor een hoog contactpercentage | (99) | |
| | IMPREFUSE_WEEKEND | Belang van bezoeken in het weekend voor weinig weigeringen | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|-----|------------------------|--|---------|------------------------|
| | IMPCOST_WEEKEND | Belang van bezoeken in het weekend voor lage kosten | | |
| | IMPCONTACT_SPREADDAYS | Belang van bezoeken spreiden over dagen voor een hoog contactpercentage | | |
| | IMPREFUSE_SPREADDAYS | Belang van bezoeken spreiden over dagen voor weinig weigeringen | | |
| | IMPCOST_SPREADDAYS | Belang van bezoeken spreiden over dagen voor lage kosten | | |
| | IMPCONTACT_SPREADTIMES | Belang van bezoeken spreiden over dagdelen voor een hoog contactpercentage | | |
| | IMPREFUSE_SPREADTIMES | Belang van bezoeken spreiden over dagdelen voor weinig weigeringen | | |
| | IMPCOST_SPREADTIMES | Belang van bezoeken spreiden over dagdelen voor lage kosten | | |
| | IMPCONTACT_4VISITS | Belang van vier bezoeken bij geen contact voor een hoog contactpercentage | | |
| | IMPREFUSE_4VISITS | Belang van vier bezoeken bij geen contact voor weinig weigeringen | | |
| | IMPCOST_4VISITS | Belang van vier bezoeken bij geen contact voor lage kosten | | |
| | IMPCONTACT_APPOINTMENT | Belang van afspraken voor een hoog contactpercentage | | |
| | IMPREFUSE_APPOINTMENT | Belang van afspraken voor weinig weigeringen | | |
| | IMPCOST_APPOINTMENT | Belang van afspraken voor lage kosten | | |
| Q18 | EXPWITHRESPR | Ervaring omgang met respondenten en non-respondenten (raw) | 1 | Als zeer positief |
| | EXPWITHRESP | Ervaring omgang met respondenten en non-respondenten | 2 | Als enigszins positief |
| | | | 3 | Als neutraal |
| | | | 4 | Als enigszins negatief |
| | | | 5 | Als zeer negatief |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q19 | IMPRO_PLANNING | Verbeterpunt: planning van bezoeken en afspraken | 1 | Niet aangeduid |
| | IMPRO_CONTACTS | Verbeterpunt: verminderen van non-contact | 2 | Aangeduid |
| | IMPRO_ADMIN | Verbeterpunt: afgehandelde bezoeken administratief verwerken | (9) | (niet beschikbaar) |
| | IMPRO_PERSUADE | Verbeterpunt: respondenten overhalen om mee te doe aan een enquête | | |
| | IMPRO_NEUTRAL | Verbeterpunt: beter doorvragen | | |
| | IMPRO_OBJECTIVE | Verbeterpunt: objectief blijven | | |
| | IMPRO_CONTENT | Verbeterpunt: inhoudelijke kennis van de enquêtes en onderzoeken | | |
| | IMPRO_TECH | Verbeterpunt: mijn vaardigheden met de laptop | | |
| | IMPRO_OTHER | Verbeterpunt: anders, namelijk: | | |
| | IMPRO_OTHER_verbatim | Verbeterpunt: anders, namelijk: (verbatim) | (99999) | (niet beschikbaar) |
| | IMPRO_ORDERED | Verbeterpunten geordend | 1 | Nee |
| | | | 2 | Ja |
| | | | (9) | (niet beschikbaar) |

| | | | | |
|-----|-------------------|---|---------|---------------------------|
| Q20 | MAINGOAL | Algemeen doel in werk als interviewer | 1 | Hoog contactpercentage |
| | | | 2 | Laag weigeringspercentage |
| | | | 3 | Min mogelijk kosten maken |
| | | | 4 | Anders |
| | | | (7) | (ongeldig antwoord) |
| | | | (9) | (niet beschikbaar) |
| | MAINGOAL_verbatim | Algemeen doel in werk als interviewer: anders, namelijk: (verbatim) | (99999) | (niet beschikbaar) |

ESS test interviews variables

| | Naam | Label | Waarden | Waardenlabels |
|-----|--------|------------------------------------|---------|-----------------------------------|
| F3 | YRBRND | Geboortejaar (ESS vragenlijst) | (8888) | (Weet niet) |
| | | | (9999) | (niet beschikbaar) |
| F2 | SEXD | Geslacht (ESS vragenlijst) | 1 | Vrouw |
| | | | 2 | Man |
| | | | (8) | (Weet niet) |
| | | | (9) | (niet beschikbaar) |
| F15 | EDUCD | Opleidingsniveau (ESS vragenlijst) | 1 | < Hoger secundair onderwijs |
| | | | 2 | Hoger secundair onderwijs |
| | | | 3 | Niet-universitair hoger onderwijs |
| | | | 4 | Universitair onderwijs |
| | | | 5 | Andere |
| | | | (8) | (Weet niet) |
| | | | (9) | (niet beschikbaar) |

Audio recordings checklist variables

| Naam | Label | Waarden | Waardenlabels |
|---------------------|--|---------|--------------------|
| AUDIO_INTROREAD | Leest introductie voor | 1 | Ja |
| AUDIO_FLUENT | Spreekt vlot de taal van het interview | 2 | Nee |
| AUDIO_COMPLETE | Leest vragen volledig voor | (9) | (niet beschikbaar) |
| AUDIO_NOEXTRA | Voegt niets extra toe aan de vragen | | |
| AUDIO_ALL | Leest alle vragen van toepassing voor | | |
| AUDIO_QINTRO | Leest inleidende zinnen voor de vragen voor | | |
| AUDIO_QREPEAT | Herhaalt de vragen bij irrelevante/onduidelijke antwoorden of als R dit vraagt | | |
| AUDIO_NONOTES | Leest interviewerinstructies niet voor | | |
| AUDIO_USECARD | Leest "gebruik deze kaart" voor | | |
| AUDIO_CARDNOTREAD | Leest antwoordkaarten niet voor | | |
| AUDIO_NOTINOPTIONS | Vraagt naar meer uitleg als antwoord niet tussen opties | | |
| AUDIO_NOEXAMPLE | Geeft geen voorbeeldantwoorden | | |
| AUDIO_MISNOTREAD | Leest "weet niet", "weigering" en "andere" niet voor | | |
| AUDIO_OTHNOTREAD | Leest extra opties tussen haakjes niet voor | | |
| AUDIO_ALLREAD | Leest alle opties bij vragen zonder antwoordkaart | | |
| AUDIO_PROBEMISS | Vraagt minstens een maal neutraal door bij "weet niet" en "weigering" | | |
| AUDIO_PROBEMULTIPL | Vraagt minstens een maal door als meerdere antwoorden mogelijk | | |
| AUDIO_PROBEUNCLEAR | Vraagt minstens een maal door als antwoord onduidelijk | | |
| AUDIO_NOTSUGGESTIVE | Is niet suggestief of sturend | | |
| AUDIO_NOOPINION | Laat mening achterwege | | |
| AUDIO_RESPINTERPRET | Vraagt R om de vraag zelf te interpreteren als R om extra uitleg vraagt | | |
| AUDIO_TEMPO | Leest vragen niet te snel en niet te traag | | |
| AUDIO_VOLUME | Leest vragen niet te luid en niet te stil | | |
| AUDIO_CLEAR | Leest vragen duidelijk voor | | |
| AUDIO_INTONATION | Is aangenaam om naar te luisteren | | |
| AUDIO_ALLQSAME | Leest alle vragen op dezelfde manier, zonder verontschuldiging | | |
| AUDIO_ENOUGHTIME | Geeft R voldoende tijd om te antwoorden | | |
| AUDIO_CONFIRMATIONS | Geeft korte bevestigende antwoorden | | |
| AUDIO_FRIENDLY | Is vriendelijk en geïnteresseerd | | |
| AUDIO_NOJUDGEMENT | Geeft geen waardeoordeel, goed- of afkeuring | | |
| AUDIO_NDEV | Aantal afwijkingen checks audio | (99) | (niet beschikbaar) |

Interviewer survey variables

| | Naam | Label | Waarden | Waardenlabels |
|------|-------------------|---|---------|---|
| A1-3 | EASECONTACT_ESS | Gemakkelijk of moeilijk potentiële respondenten te contacteren voor ESS | 1 | Heel moeilijk |
| | EASEPERSUADE_ESS | Gemakkelijk of moeilijk om medewerking te verkrijgen van potentiële respondenten voor ESS | 2 | Enigszins moeilijk |
| | | | 3 | Noch moeilijk, noch gemakkelijk |
| | EASEINTERVIEW_ESS | Gemakkelijk of moeilijk om het interview af te nemen bij respondenten voor ESS | 4 | Enigszins gemakkelijk |
| | | | 5 | Heel gemakkelijk |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| A4 | LENGTH_ESS | Beoordeling lengte ESS vragenlijst | 1 | Veel te kort |
| | | | 2 | |
| | | | 3 | |
| | | | 4 | |
| | | | 5 | Veel te lang |
| | | | (9) | (niet beschikbaar) |
| A5 | GOODPAYMENT_ESS | Beoordeling betaling ESS interviewwerk | 1 | Goede betaling |
| | | | 2 | Redelijke betaling |
| | | | 3 | Aan de lage kant |
| | | | 4 | Duidelijk te weinig |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| A6 | RESPEXP_ESS | Beoordeling ervaring van respondenten ESS interview | 1 | Als zeer positief |
| | | | 2 | Als enigszins positief |
| | | | 3 | Niet positief, niet negatief |
| | | | 4 | Als enigszins negatief |
| | | | 5 | Als zeer negatief |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| A7 | REFCONV | Meegewerkt aan refusal conversion | 1 | Nee |
| | | | 2 | Ja |
| | | | (9) | (niet beschikbaar) |
| A8 | REFCONV_ESS | Beoordeling refusal conversion | 1 | Als zeer positief |
| | | | 2 | Als enigszins positief |

| | | | | |
|------------|-------------------|--|---------|----------------------------------|
| | | | 3 | Niet positief, niet negatief |
| | | | 4 | Als enigszins negatief |
| | | | 5 | Als zeer negatief |
| | | | (6) | (niet van toepassing) |
| | | | (9) | (niet beschikbaar) |
| A9 | FUTUREPARTICIPATE | Bereid in de toekomst aan ESS mee te werken | 1 | Ik zal zeker meewerken |
| | | | 2 | Ik twijfel of ik zal meewerken |
| | | | 3 | Ik zal zeker niet meer meewerken |
| | | | (9) | (niet beschikbaar) |
| A10 | WHYNOT_verbatim | Reden (mogelijk) niet bereid in de toekomst mee te werken (verbatim) | (99999) | (niet beschikbaar) |
| S | OTHERPROJECTS | Meegewerkt aan andere projecten in veldwerkperiode | 1 | Nee |
| | | | 2 | Ja |
| | | | (9) | (niet beschikbaar) |
| T | NPROJECTS | Aantal andere projecten aan meegewerkt in veldwerkperiode | (888) | (Weet niet) |
| | | | (999) | (niet beschikbaar) |
| U | PROJ1_CLIENT | Project 1: opdrachtgever | 1 | Universiteit |
| | PROJ2_CLIENT | Project 2: opdrachtgever | 2 | Overheid |
| | ... | ... | 3 | Commercieel |
| | PROJ25_CLIENT | Project 25: opdrachtgever | 4 | Andere |
| | | | (6) | (niet van toepassing) |
| | | | (8) | (weet niet) |
| | | | (9) | (niet beschikbaar) |
| | PROJ1_FW | Project 1: veldwerkorganisatie | 1 | Deze veldwerkorganisatie |
| | PROJ2_FW | Project 2: veldwerkorganisatie | 2 | Andere veldwerkorganisatie |
| | ... | ... | (6) | (niet van toepassing) |
| | PROJ25_FW | Project 25: veldwerkorganisatie | (8) | (Weet niet) |
| | | | (9) | (niet beschikbaar) |
| | PROJ1_STARTYEAR | Project 1: jaar start project | (6666) | (niet van toepassing) |
| | PROJ2_STARTYEAR | Project 2: jaar start project | (8888) | (Weet niet) |
| | ... | ... | (9999) | (niet beschikbaar) |
| | PROJ25_STARTYEAR | Project 25: maand start project | | |
| | PROJ1_STARTMONTH | Project 1: maand start project | (66) | (niet van toepassing) |
| | PROJ2_STARTMONTH | Project 2: maand start project | (88) | (Weet niet) |
| | ... | ... | (99) | (niet beschikbaar) |
| | PROJ25_STARTMONTH | Project 25: maand start project | | |

| | | | |
|---------------------|--|---------|-----------------------|
| PROJ1_STARTDAY | Project 1: dag start project | (66) | (niet van toepassing) |
| PROJ2_STARTDAY | Project 2: dag start project | (88) | (Weet niet) |
| ... | ... | (99) | (niet beschikbaar) |
| PROJ25_STARTDAY | Project 25: dag start project | | |
| PROJ1_ENDYEAR | Project 1: jaar einde project | (6666) | (niet van toepassing) |
| PROJ2_ENDYEAR | Project 2: jaar einde project | (8888) | (Weet niet) |
| ... | ... | (9999) | (niet beschikbaar) |
| PROJ25_ENDYEAR | Project 25: maand einde project | | |
| PROJ1_ENDMONTH | Project 1: maand einde project | (66) | (niet van toepassing) |
| PROJ2_ENDMONTH | Project 2: maand einde project | (88) | (Weet niet) |
| ... | ... | (99) | (niet beschikbaar) |
| PROJ25_ENDMONTH | Project 25: maand einde project | | |
| PROJ1_ENDDAY | Project 1: dag einde project | (66) | (niet van toepassing) |
| PROJ2_ENDDAY | Project 2: dag einde project | (88) | (Weet niet) |
| ... | ... | (99) | (niet beschikbaar) |
| PROJ25_ENDDAY | Project 25: dag einde project | | |
| PROJ1_NUNITS | Project 1: aantal steekprofeenheden | (66666) | (niet van toepassing) |
| PROJ2_NUNITS | Project 2: aantal steekprofeenheden | (88888) | (Weet niet) |
| ... | ... | (99999) | (niet beschikbaar) |
| PROJ25_NUNITS | Project 25: aantal steekprofeenheden | | |
| PROJ1_NINTERVIEWS | Project 1: aantal gerealiseerde interviews | (66666) | (niet van toepassing) |
| PROJ2_NINTERVIEWS | Project 2: aantal gerealiseerde interviews | (88888) | (Weet niet) |
| ... | ... | (99999) | (niet beschikbaar) |
| PROJ25_NINTERVIEWS | Project 25: aantal gerealiseerde interviews | | |
| PROJ1_LENGTH | Project 1: gemiddelde lengte interview | (666) | (niet van toepassing) |
| PROJ2_LENGTH | Project 2: gemiddelde lengte interview | (888) | (Weet niet) |
| ... | ... | (999) | (niet beschikbaar) |
| PROJ25_LENGTH | Project 25: gemiddelde lengte interview | | |
| PROJ1_PAYMENT | Project 1: vergoeding per interview (in EUR) | (666) | (niet van toepassing) |
| PROJ2_PAYMENT | Project 2: vergoeding per interview (in EUR) | (888) | (Weet niet) |
| ... | ... | (999) | (niet beschikbaar) |
| PROJ25_PAYMENT | Project 25: vergoeding per interview (in EUR) | | |
| PROJ1_GOODFIELDWORK | Project 1: beoordeling verloop veldwerkorganisatie | 1 | Zeer positief |
| PROJ2_GOODFIELDWORK | Project 2: beoordeling verloop veldwerkorganisatie | 2 | Eerder positief |
| .. | ... | 3 | Neutraal |

| | | | | |
|-----------|----------------------|---|-------|-----------------------------------|
| | PROJ25_GOODFIELDWORK | Project 25: beoordeling verloop veldwerkorganisatie | 4 | Eerder negatief |
| | | | 5 | Zeer negatief |
| | | | (6) | (niet van toepassing) |
| | | | (9) | (niet beschikbaar) |
| | PROJ1_GOODPAYMENT | Project 1: beoordeling betaling | 1 | Beter dan ESS |
| | PROJ2_GOODPAYMENT | Project 2: beoordeling betaling | 2 | Niet beter, niet slechter dan ESS |
| | ... | ... | 3 | Slechter dan ESS |
| | PROJ25_GOODPAYMENT | Project 25: beoordeling betaling | (6) | (niet van toepassing) |
| | | | (9) | (niet beschikbaar) |
| I3 | SEXC | Geslacht (interviewervragenlijst) | 1 | Vrouw |
| | | | 2 | Man |
| | | | (9) | (niet beschikbaar) |
| I2 | AGEC | Leeftijd (interviewervragenlijst) | (777) | (ongeldig antwoord) |
| | | | (999) | (niet beschikbaar) |
| I4 | EDUCC | Opleidingsniveau (interviewervragenlijst) | 1 | Niet voltooid hoger onderwijs |
| | | | 2 | Hoger secundair onderwijs |
| | | | 3 | Niet-universitair onderwijs |
| | | | 4 | Universitair onderwijs |
| | | | (9) | (niet beschikbaar) |

Appendix 2: Codebook interviewer data, round 6

Codebook ESS6

Administrative variables

| Variable name | Label | Values | Value labels |
|-----------------|---|----------|--------------------|
| ROUND | ESS ronde | 5 | Ronde 5 (2010) |
| | | 6 | Ronde 6 (2012) |
| | | 7 | Ronde 7 (2014) |
| INTNUM | Interviewernummer in ESS contact form data | (999999) | (niet beschikbaar) |
| INTNUM_FW | Interviewernummer in veldwerkorganisatie | | |
| LASTNAME | Achternaam | (99999) | (niet beschikbaar) |
| FIRSTNAME | Voornaam | | |
| LANG | Taal | 1 | Français |
| | | 2 | Nederlands |
| | | (9) | (niet beschikbaar) |
| AGEA | Leeftijd | (999) | (niet beschikbaar) |
| SEXA | Geslacht | 1 | Vrouw |
| | | 2 | Man |
| | | (9) | (niet beschikbaar) |
| POSTCODE | Postcode woonplaats | (99999) | (niet beschikbaar) |
| MUNICIPALITY | Gemeente woonplaats | | |
| PROVINCE | Provincie woonplaats | | |
| BRIEFING | Ingeschreven in briefing | 1 | Nee |
| ACTIVE1 | Actief in veldwerk (tenminste één contactpoging gedaan) | 2 | Ja |
| ACTIVE2 | Actief in veldwerk (tenminste één interview gerealiseerd) | (9) | (niet beschikbaar) |
| FICHE_RECEIVED | Fiche ontvangen | | |
| FICHE_INFILE | Fiche beschikbaar | | |
| ESSMAIN_INFILE | ESS vragenlijst beschikbaar | | |
| AUDIO_RECEIVED | Audiotape ontvangen | | |
| AUDIO_INFILE | Audiotape beschikbaar | | |
| AUDIO_CODED | Audiotape is gecodeerd | | |
| INTQUEST_INFILE | Interviewervragenlijst beschikbaar | | |
| ESSMAIN_N | Aantal ESS vragenlijsten beschikbaar | | |
| AUDIO_N | Aantal audiotapes beschikbaar | | |
| AUDIOCODED_N | Aantal audiotapes gecodeerd | | |
| INTQUEST_N | Aantal interviewervragenlijsten beschikbaar | | |

| | | | |
|-----------------|---|-----|-----------------------|
| ESSMAIN_MATCH | Manier koppeling ESS vragenlijst | 1 | 1-op-1 |
| | | 2 | Leeftijd-geslacht |
| | | 3 | Laatste |
| | | (6) | (niet van toepassing) |
| AUDIO_MATCH | Manier koppeling audiotape | 1 | 1-op-1 |
| INTQUEST_MATCH | Manier koppeling interviewervragenlijst | 2 | Laatste |
| | | (6) | (niet van toepassing) |
| ESSEXP_R5_CHECK | Actief in veldwerk ESS5 | 1 | Nee |
| | | 2 | Ja |

Interviewer fiche variables

| | Naam | Label | Waarden | Waardenlabels |
|----|---------------|---|---------|-----------------------------------|
| Q2 | AGEB | Leeftijd (fiche) | (888) | (geen antwoord) |
| | | | (999) | (niet beschikbaar) |
| Q3 | SEXB | Geslacht (fiche) | 1 | Vrouw |
| | | | 2 | Man |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q4 | EDUCB | Opleidingsniveau (fiche) | 1 | < Hoger secundair onderwijs |
| | | | 2 | Hoger secundair onderwijs |
| | | | 3 | Niet-universitair hoger onderwijs |
| | | | 4 | Universitair onderwijs |
| | | | (8) | (geen antwoord) |
| Q5 | YEARSINTB | Interviewerervaring (fiche) | (9) | (niet beschikbaar) |
| | | | 1 | Minder dan 1 jaar |
| | | | 2 | 1 - 2 jaar |
| | | | 3 | 2 - 5 jaar |
| | | | 4 | 5 - 10 jaar |
| | | | 5 | Meer dan 10 jaar |
| Q6 | OTHERJOBR | Andere betaalde activiteiten (raw) | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| | OTHERJOB | Andere betaalde activiteiten | 1 | Nee |
| | | | 2 | Ja |
| | OTHERJOBHOURS | Aantal uren besteed per week andere betaalde activiteiten | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | | | (555) | (Variabel) |
| Q7 | PAYMENTR | Beoordeling betaling interviewwerk (raw) | (777) | (ongeldig antwoord) |
| | | | (888) | (geen antwoord) |
| | PAYMENT | Beoordeling betaling interviewwerk | (999) | (niet beschikbaar) |
| | | | 1 | Goede beloning |
| | | | 2 | Redelijke beloning |
| | | | 3 | Aan de lage kant |
| | | | 4 | Duidelijk te weinig |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |

| | | | | |
|---------------|--------------------|--|---------|--------------------|
| Q8 | ESSEXP | Meegewerkt vorige rondes van het ESS (raw) | 1 | Nee |
| | ESSEXP | Meegewerkt vorige rondes van het ESS | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | ESSEXP_R1 | Meegewerkt in ESS1 | 1 | Nee |
| | ESSEXP_R2 | Meegewerkt in ESS2 | 2 | Ja |
| | ESSEXP_R3 | Meegewerkt in ESS3 | (9) | (niet beschikbaar) |
| | ESSEXP_R4 | Meegewerkt in ESS4 | | |
| | ESSEXP_R5 | Meegewerkt in ESS5 | | |
| Q9 | UNIGOVEXPR | Ervaring andere wetenschappelijke en overheidssurveys (raw) | 1 | Nee |
| | UNIGOVEXP | Ervaring andere wetenschappelijke en overheidssurveys | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | UNIGOVEXP_verbatim | Andere wetenschappelijke en overheidssurveys (verbatim) | (99999) | (niet beschikbaar) |
| Q10 | F2FEXPR | Ervaring andere face-to-face interviews (raw) | 1 | Nee |
| | F2FEXP | Ervaring andere face-to-face interviews | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | F2FEXP_verbatim | Andere face-to-face interviews (verbatim) | (99999) | (niet beschikbaar) |
| Q9-Q10 | EXP_BIVV | Ervaring: Nationale verkeersONveiligheidsenquête | 1 | Nee |
| | EXP_BSW | Ervaring: Baromètre social de la Wallonie | 2 | Ja |
| | EXP_CIM | Ervaring: Centrum voor Informatie over de Media (Radio, Pers, etc) | (9) | (niet beschikbaar) |
| | EXP_CP | Ervaring: Cultuurparticipatie | | |
| | EXP_EAK | Ervaring: Enquête naar de arbeidskrachten (EAK) | | |
| | EXP_EB | Ervaring: Eurobarometer | | |
| | EXP_EQL | Ervaring: European Quality of Life | | |
| | EXP_EVS | Ervaring: European Values Survey (EVS) | | |
| | EXP_GGP | Ervaring: Generations & Gender Programme (GGP) | | |
| | EXP_HBT | Ervaring: Habitat | | |
| | EXP_HDL | Ervaring: Handilab | | |
| | EXP_KDL | Ervaring: kaderledenstudie | | |
| | EXP_PIAAC | Ervaring: PIAAC | | |
| | EXP_PTR | Ervaring: PARTIREP/ Verkiezingsonderzoek | | |
| | EXP_SCIV | Ervaring: Sociale Cohesie Indicatoren in Vlaanderen | | |
| | EXP_SCV | Ervaring: Sociale culturele verschuivingen (SCV) | | |

| | | | | |
|-----|-----------------------|--|-------------------------|---|
| | EXP_SEXP | Ervaring: Sexpert | | |
| | EXP_SHARE | Ervaring: Survey of Health, Ageing, Retirement in Europe (SHARE) | | |
| | EXP_SILC | Ervaring: Enquête naar de inkomens en levensomstandigheden (SILC) | | |
| | EXP_SONAR | Ervaring: SONAR | | |
| | EXP_SRIV | Ervaring: Scheiding/Relaties in Vlaanderen | | |
| | EXP_STM | Ervaring: Stadsmonitor | | |
| | EXP_TIES | Ervaring: The Integration of the European Second Generation (TIES) | | |
| | EXP_VACC | Ervaring: Vaccinatiegraad | | |
| | EXP_VAW | Ervaring: Violence against women | | |
| | EXP_WOON | Ervaring: Woonsurvey | | |
| Q11 | TRAINING | Aantal interviewer trainingen | (555) (888) (999) | (Meerdere) (geen antwoord) (niet beschikbaar) |
| | TRAINING_verbatim | Aantal interviewer trainingen (verbatim) | (99999) | (niet beschikbaar) |
| | TRAININGSPEC_verbatim | Details interviewer trainingen: duur en lesgever (verbatim) | (99999) | (niet beschikbaar) |
| Q12 | CONVINCER | Beoordeling mate waarin respondenten te overtuigen zijn (raw) | 1 | Heel gemakkelijk |
| | CONVINCE | Beoordeling mate waarin respondenten te overtuigen zijn | 2 | Eerder gemakkelijk |
| | | | 3 | Eerder moeilijk |
| | | | 4 | Heel moeilijk |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q13 | PARTICIPATER | Gemiddelde responsgraad (raw) | 1 | < 40% |
| | PARTICIPATE | Gemiddelde responsgraad | 2 | 40 - 50% |
| Q14 | ESSPARTICIPATER | Verwachtte responsgraad ESS (raw) | 3 | 50 - 55% |
| | ESSPARTICIPATE | Verwachtte responsgraad ESS | 4 | 55 - 60% |
| | | | 5 | 60 - 65% |
| | | | 6 | 65 - 70% |
| | | | 7 | > 70% |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| Q15 | AFTER17R | Bereid 's avonds na 17u bezoeken (raw) | 1 | Nooit na 17u |
| | AFTER17 | Bereid 's avonds na 17u bezoeken | 2 | Na drie vergeefse bezoeken |
| | | | 3 | Na twee vergeefse bezoeken |
| | | | 4 | Na een vergeefs bezoek |

| | | | | |
|-----|------------------------|--|-------|----------------------------|
| | | | 5 | Meteen bij eerste bezoek |
| | | | 6 | Zoveel mogelijk |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| Q16 | SATURDAYR | Bereid op zaterdag bezoeken (raw) | 1 | Nooit op een zaterdag |
| | SATURDAY | Bereid op zaterdag bezoeken | 2 | Na drie vergeefse bezoeken |
| | | | 3 | Na twee vergeefse bezoeken |
| | | | 4 | Na een vergeefs bezoek |
| | | | 5 | Meteen bij eerste bezoek |
| | | | 6 | Zoveel mogelijk |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| | | | | |
| Q17 | IMPCONTACT_IDENTIFY | Belang van tonen van identificatie voor een hoog contactpercentage | 1 | Niet belangrijk |
| | IMPREFUSE_IDENTIFY | Belang van tonen van identificatie voor weinig weigeringen | 2 | |
| | IMPCOST_IDENTIFY | Belang van tonen van identificatie voor lage kosten | 3 | |
| | IMPCONTACT_LETTER | Belang van een introductiebrief voor een hoog contactpercentage | 4 | |
| | IMPREFUSE_LETTER | Belang van een introductiebrief voor weinig weigeringen | 5 | |
| | IMPCOST_LETTER | Belang van een introductiebrief voor lage kosten | 6 | |
| | IMPCONTACT_BROCHURE | Belang van een informatiebrochure voor een hoog contactpercentage | 7 | |
| | IMPREFUSE_BROCHURE | Belang van een informatiebrochure voor weinig weigeringen | 8 | |
| | IMPCOST_BROCHURE | Belang van een informatiebrochure voor lage kosten | 9 | |
| | IMPCONTACT_EVENING | Belang van bezoeken in de avond voor een hoog contactpercentage | 10 | Heel belangrijk |
| | IMPREFUSE_EVENING | Belang van bezoeken in de avond voor weinig weigeringen | (77) | |
| | IMPCOST_EVENING | Belang van bezoeken in de avond voor lage kosten | (88) | |
| | IMPCONTACT_WEEKEND | Belang van bezoeken in het weekend voor een hoog contactpercentage | (99) | |
| | IMPREFUSE_WEEKEND | Belang van bezoeken in het weekend voor weinig weigeringen | | |
| | IMPCOST_WEEKEND | Belang van bezoeken in het weekend voor lage kosten | | |
| | IMPCONTACT_SPREADDAYS | Belang van bezoeken spreiden over dagen voor een hoog contactpercentage | | |
| | IMPREFUSE_SPREADDAYS | Belang van bezoeken spreiden over dagen voor weinig weigeringen | | |
| | IMPCOST_SPREADDAYS | Belang van bezoeken spreiden over dagen voor lage kosten | | |
| | IMPCONTACT_SPREADTIMES | Belang van bezoeken spreiden over dagdelen voor een hoog contactpercentage | | |
| | IMPREFUSE_SPREADTIMES | Belang van bezoeken spreiden over dagdelen voor weinig weigeringen | | |

| | | | | |
|------------|------------------------|---|---------|---------------------------|
| | IMPCOST_SPREADTIMES | Belang van bezoeken spreiden over dagdelen voor lage kosten | | |
| | IMPCONTACT_4VISITS | Belang van vier bezoeken bij geen contact voor een hoog contactpercentage | | |
| | IMPREFUSE_4VISITS | Belang van vier bezoeken bij geen contact voor weinig weigeringen | | |
| | IMPCOST_4VISITS | Belang van vier bezoeken bij geen contact voor lage kosten | | |
| | IMPCONTACT_APPOINTMENT | Belang van afspraken voor een hoog contactpercentage | | |
| | IMPREFUSE_APPOINTMENT | Belang van afspraken voor weinig weigeringen | | |
| | IMPCOST_APPOINTMENT | Belang van afspraken voor lage kosten | | |
| Q18 | EXPWITHRESPR | Ervaring omgang met respondenten en non-respondenten (raw) | 1 | Als zeer positief |
| | EXPWITHRESP | Ervaring omgang met respondenten en non-respondenten | 2 | Als enigszins positief |
| | | | 3 | Als neutraal |
| | | | 4 | Als enigszins negatief |
| | | | 5 | Als zeer negatief |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q19 | IMPRO_PLANNING | Verbeterpunt: planning van bezoeken en afspraken | 1 | Niet aangeduid |
| | IMPRO_CONTACTS | Verbeterpunt: verminderen van non-contact | 2 | Aangeduid |
| | IMPRO_ADMIN | Verbeterpunt: afgehandelde bezoeken administratief verwerken | (9) | (niet beschikbaar) |
| | IMPRO_PERSUADE | Verbeterpunt: respondenten overhalen om mee te doe aan een enquête | | |
| | IMPRO_NEUTRAL | Verbeterpunt: beter doorvragen | | |
| | IMPRO_OBJECTIVE | Verbeterpunt: objectief blijven | | |
| | IMPRO_CONTENT | Verbeterpunt: inhoudelijke kennis van de enquêtes en onderzoeken | | |
| | IMPRO_TECH | Verbeterpunt: mijn vaardigheden met de laptop | | |
| | IMPRO_OTHER | Verbeterpunt: anders, namelijk: | | |
| | IMPRO_OTHER_verbatim | Verbeterpunt: anders, namelijk: (verbatim) | (99999) | (niet beschikbaar) |
| | IMPRO_ORDERED | Verbeterpunten geordend | 1 | Nee |
| | | | 2 | Ja |
| | | | (9) | (niet beschikbaar) |
| Q20 | MAINGOAL | Algemeen doel in werk als interviewer | 1 | Hoog contactpercentage |
| | | | 2 | Laag weigeringspercentage |
| | | | 3 | Min mogelijk kosten maken |
| | | | 4 | Anders |
| | | | (7) | (ongeldig antwoord) |
| | | | (9) | (niet beschikbaar) |
| | MAINGOAL_verbatim | Algemeen doel in werk als interviewer: anders, namelijk: (verbatim) | (99999) | (niet beschikbaar) |

ESS test interviews variables

| | Naam | Label | Waarden | Waardenlabels |
|------------|----------------|---|-------------------------------------|--|
| F3 | YRBRND | Geboortjaar (ESS vragenlijst) | (8888) (9999) | (Weet niet) (niet beschikbaar) |
| F2 | SEXD | Geslacht (ESS vragenlijst) | 1 2 (8) (9) | Vrouw Man (Weet niet) (niet beschikbaar) |
| F15 | EDUCD | Opleidingsniveau (ESS vragenlijst) | 1 2 3 4 5 (8) (9) | < Hoger secundair onderwijs Hoger secundair onderwijs Niet-universitair hoger onderwijs Universitair onderwijs Andere (Weet niet) (niet beschikbaar) |
| A3 | TRUSTD | Vertrouwen (ESS vragenlijst) | 0 10 (88) (99) | Je kunt niet voorzichtig genoeg zijn De meeste mensen zijn te vertrouwen (Weet niet) (niet beschikbaar) |
| C18 | CITIZENBED | Belgische nationaliteit (ESS vragenlijst) | 1 | Nee |
| C20 | BORNBED | Geboren in België (ESS vragenlijst) | 2 | Ja |
| C25 | FATHERBORNBED | Vader geboren in België (ESS vragenlijst) | (8) | (Weet niet) |
| C27 | MOTHERBORNBED | Moeder geboren in België (ESS vragenlijst) | (9) | (niet beschikbaar) |
| F42 | INCOMEFEELENGD | Gevoel over huishoudinkomen (ESS vragenlijst) | 1 2 3 4 (8) (9) | Comfortabel leven Het lukt om rond te komen Moeilijk rondkomen Heel erg moeilijk (Weet niet) (niet beschikbaar) |

Audio recordings checklist variables

| Naam | Label | Waarden | Waardenlabels |
|---------------------|--|---------|--------------------|
| AUDIO_INTROREAD | Leest introductie voor | 1 | Ja |
| AUDIO_FLUENT | Spreekt vlot de taal van het interview | 2 | Nee |
| AUDIO_COMPLETE | Leest vragen volledig voor | (9) | (niet beschikbaar) |
| AUDIO_NOEXTRA | Voegt niets extra toe aan de vragen | | |
| AUDIO_ALL | Leest alle vragen van toepassing voor | | |
| AUDIO_QINTRO | Leest inleidende zinnen voor de vragen voor | | |
| AUDIO_QREPEAT | Herhaalt de vragen bij irrelevante/onduidelijke antwoorden of als R dit vraagt | | |
| AUDIO_NONOTES | Leest interviewerinstructies niet voor | | |
| AUDIO_USECARD | Leest "gebruik deze kaart" voor | | |
| AUDIO_CARDNOTREAD | Leest antwoordkaarten niet voor | | |
| AUDIO_NOTINOPTIONS | Vraagt naar meer uitleg als antwoord niet tussen opties | | |
| AUDIO_NOEXAMPLE | Geeft geen voorbeeldantwoorden | | |
| AUDIO_MISNOTREAD | Leest "weet niet", "weigering" en "andere" niet voor | | |
| AUDIO_OTHNOTREAD | Leest extra opties tussen haakjes niet voor | | |
| AUDIO_ALLREAD | Leest alle opties bij vragen zonder antwoordkaart | | |
| AUDIO_PROBEMISS | Vraagt minstens een maal neutraal door bij "weet niet" en "weigering" | | |
| AUDIO_PROBEMULTIPL | Vraagt minstens een maal door als meerdere antwoorden mogelijk | | |
| AUDIO_NOTSUGGESTIVE | Is niet suggestief of sturend | | |
| AUDIO_NOOPINION | Laat mening achterwege | | |
| AUDIO_RESPINTERPRET | Vraagt R om de vraag zelf te interpreteren als R om extra uitleg vraagt | | |
| AUDIO_TEMPO | Leest vragen niet te snel en niet te traag | | |
| AUDIO_VOLUME | Leest vragen niet te luid en niet te stil | | |
| AUDIO_CLEAR | Leest vragen duidelijk voor | | |
| AUDIO_INTONATION | Is aangenaam om naar te luisteren | | |
| AUDIO_ALLQSAME | Leest alle vragen op dezelfde manier, zonder verontschuldiging | | |
| AUDIO_ENOUGHTIME | Geeft R voldoende tijd om te antwoorden | | |
| AUDIO_CONFIRMATIONS | Geeft korte bevestigende antwoorden | | |
| AUDIO_FRIENDLY | Is vriendelijk en geïnteresseerd | | |
| AUDIO_NOJUDGEMENT | Geeft geen waardeoordeel, goed- of afkeuring | | |
| AUDIO_NDEV | Aantal afwijkingen checks audio | (99) | (niet beschikbaar) |

Interviewer survey variables

| | Naam | Label | Waarden | Waardenlabels |
|------|-------------------|---|---------|---|
| A1-3 | EASECONTACT_ESS | Gemakkelijk of moeilijk potentiële respondenten te contacteren voor ESS | 1 | Heel moeilijk |
| | EASEPERSUADE_ESS | Gemakkelijk of moeilijk om medewerking te verkrijgen van potentiële respondenten voor ESS | 2 | Enigszins moeilijk |
| | | | 3 | Noch moeilijk, noch gemakkelijk |
| | EASEINTERVIEW_ESS | Gemakkelijk of moeilijk om het interview af te nemen bij respondenten voor ESS | 4 | Enigszins gemakkelijk |
| | | | 5 | Heel gemakkelijk |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| A4 | LENGTH_ESS | Beoordeling lengte ESS vragenlijst | 1 | Veel te kort |
| | | | 2 | |
| | | | 3 | |
| | | | 4 | |
| | | | 5 | Veel te lang |
| | | | (9) | (niet beschikbaar) |
| A5 | GOODPAYMENT_ESS | Beoordeling betaling ESS interviewwerk | 1 | Goede betaling |
| | | | 2 | Redelijke betaling |
| | | | 3 | Aan de lage kant |
| | | | 4 | Duidelijk te weinig |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| A6 | RESPEXP_ESS | Beoordeling ervaring van respondenten ESS interview | 1 | Als zeer positief |
| | | | 2 | Als enigszins positief |
| | | | 3 | Niet positief, niet negatief |
| | | | 4 | Als enigszins negatief |
| | | | 5 | Als zeer negatief |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| A7 | FUTUREPARTICIPATE | Bereid in de toekomst aan ESS mee te werken | 1 | Ik zal zeker meewerken |
| | | | 2 | Ik twijfel of ik zal meewerken |
| | | | 3 | Ik zal zeker niet meer meewerken |
| | | | (9) | (niet beschikbaar) |

| | | | | |
|-----------|---------------------|--|---------|----------------------------|
| A8 | WHYNOT_verbatim | Reden (mogelijk) niet bereid in de toekomst mee te werken (verbatim) | (99999) | (niet beschikbaar) |
| S | OTHERPROJECTS | Meegewerkt aan andere projecten in veldwerkperiode | 1 | Nee |
| | | | 2 | Ja |
| | | | (9) | (niet beschikbaar) |
| T | NPROJECTS | Aantal andere projecten aan meegewerkt in veldwerkperiode | (888) | (Weet niet) |
| | | | (999) | (niet beschikbaar) |
| U | PROJ1_CLIENT | Project 1: opdrachtgever | 1 | Universiteit |
| | PROJ2_CLIENT | Project 2: opdrachtgever | 2 | Overheid |
| | | | 3 | Commercieel |
| | | | 4 | Andere |
| | | | (6) | (niet van toepassing) |
| | | | (8) | (Weet niet) |
| | | | (9) | (niet beschikbaar) |
| | PROJ1_FW | Project 1: veldwerkorganisatie | 1 | Deze veldwerkorganisatie |
| | PROJ2_FW | Project 2: veldwerkorganisatie | 2 | Andere veldwerkorganisatie |
| | | | (6) | (niet van toepassing) |
| | | | (8) | (Weet niet) |
| | | | (9) | (niet beschikbaar) |
| | PROJ1_NWEEKS | Project 1: aantal weken | (666) | (niet van toepassing) |
| | PROJ2_NWEEKS | Project 2: aantal weken | (888) | (Weet niet) |
| | | | (999) | (niet beschikbaar) |
| | | | | |
| | PROJ1_NUNITS | Project 1: aantal steekproefeenheden | (66666) | (niet van toepassing) |
| | PROJ2_NUNITS | Project 2: aantal steekproefeenheden | (88888) | (Weet niet) |
| | | | (99999) | (niet beschikbaar) |
| | PROJ1_NINTERVIEWS | Project 1: aantal gerealiseerde interviews | (66666) | (niet van toepassing) |
| | PROJ2_NINTERVIEWS | Project 2: aantal gerealiseerde interviews | (88888) | (Weet niet) |
| | | | (99999) | (niet beschikbaar) |
| | PROJ1_PAYMENT | Project 1: vergoeding per interview (in EUR) | (666) | (niet van toepassing) |
| | PROJ2_PAYMENT | Project 2: vergoeding per interview (in EUR) | (888) | (Weet niet) |
| | | | (999) | (niet beschikbaar) |
| | PROJ1_GOODFIELDWORK | Project 1: beoordeling verloop veldwerkorganisatie | 1 | Zeer positief |
| | PROJ2_GOODFIELDWORK | Project 2: beoordeling verloop veldwerkorganisatie | 2 | Eerder positief |
| | | | 3 | Neutraal |
| | | | 4 | Eerder negatief |

| | | | | |
|-----|------------------------|---|-------------------------|---|
| | | | 5 (6) (9) | Zeer negatief (niet van toepassing) (niet beschikbaar) |
| | PROJ1_GOODPAYMENT | Project 1: beoordeling betaling | 1 | Beter dan ESS |
| | PROJ2_GOODPAYMENT | Project 2: beoordeling betaling | 2 3 (6) (9) | Niet beter, niet slechter dan ESS Slechter dan ESS (niet van toepassing) (niet beschikbaar) |
| J6 | RDSNTU_CHANGEWORDS | Als respondent vraag niet goed begrijpt: woorden veranderen | 1 | Meestal |
| J7 | RDSNTU_EXPLAINOWNWORDS | Als respondent vraag niet goed begrijpt: betekenis in eigen woorden uitleggen | 2 3 | Soms Zelden |
| J8 | RDSNTU_REPEATNOCHANGE | Als respondent vraag niet goed begrijpt: opnieuw voorlezen | 4 | Nooit |
| J9 | RDSNTU_MOVETONEXT | Als respondent vraag niet goed begrijpt: verdergaan met volgende vraag | (9) | (niet beschikbaar) |
| J10 | RDSNTU_OTHER | Als respondent vraag niet goed begrijpt: andere | | |
| | RDSNTU_OTHER_verbatim | Als respondent vraag niet goed begrijpt: andere (verbatim) | (99999) | (niet beschikbaar) |
| J1 | IMP_IMPSOC | Belangrijk voor interviewwerk: survey belangrijk voor maatschappij | 1 | Helemaal niet belangrijk |
| J2 | IMP_QINTERI | Belangrijk voor interviewwerk: vragen interessant | 5 | Uiterst belangrijk |
| J3 | IMP_QCLEAR | Belangrijk voor interviewwerk: vragen duidelijk en goed | (9) | (niet beschikbaar) |
| J4 | IMP_FEEDBACK | Belangrijk voor interviewwerk: regelmatige feedback | | |
| J5 | IMP_RESPINTERI | Belangrijk voor interviewwerk: respondent toont interesse | | |
| I3 | SEXC | Geslacht (interviewervragenlijst) | 1 2 (9) | Vrouw Man (niet beschikbaar) |
| I2 | AGEC | Leeftijd (interviewervragenlijst) | (777) (999) | (ongeldig antwoord) (niet beschikbaar) |
| I4 | EDUCC | Opleidingsniveau (interviewervragenlijst) | 1 2 3 4 (9) | Niet voltooid hoger onderwijs Hoger secundair onderwijs Niet-universitair onderwijs Universitair onderwijs (niet beschikbaar) |

Appendix 3: Codebook interviewer data, round 7

Codebook ESS7

Administrative variables

| Variable name | Label | Values | Value labels |
|-----------------|---|---------------|--|
| ROUND | ESS ronde | 5 6 7 | Ronde 5 (2010) Ronde 6 (2012) Ronde 7 (2014) |
| INTNUM | Interviewernummer in ESS contact form data | (999999) | (niet beschikbaar) |
| INTNUM_FW | Interviewernummer in veldwerkorganisatie | | |
| LASTNAME | Achternaam | (99999) | (niet beschikbaar) |
| FIRSTNAME | Voornaam | | |
| LANG | Taal | 1 2 (9) | Français Nederlands (niet beschikbaar) |
| AGEA | Leeftijd | (999) | (niet beschikbaar) |
| SEXA | Geslacht | 1 2 (9) | Vrouw Man (niet beschikbaar) |
| POSTCODE | Postcode woonplaats | (99999) | (niet beschikbaar) |
| MUNICIPALITY | Gemeente woonplaats | | |
| PROVINCE | Provincie woonplaats | | |
| BRIEFING | Ingeschreven in briefing | 1 | Nee |
| ACTIVE0 | Actief in het veldwerk (adressen toegewezen) | 2 | Ja |
| ACTIVE1 | Actief in veldwerk (tenminste één contactpoging gedaan) | (9) | (niet beschikbaar) |
| ACTIVE2 | Actief in veldwerk (tenminste één interview gerealiseerd) | | |
| FICHE_RECEIVED | Fiche ontvangen | | |
| FICHE_INFILE | Fiche beschikbaar | | |
| ESSMAIN_INFILE | ESS vragenlijst beschikbaar | | |
| AUDIO_RECEIVED | Audiotape ontvangen | | |
| AUDIO_INFILE | Audiotape beschikbaar | | |
| AUDIO_CODED | Audiotape is gecodeerd | | |
| INTQUEST_INFILE | Interviewervragenlijst beschikbaar | | |
| ESSMAIN_N | Aantal ESS vragenlijsten beschikbaar | | |
| AUDIO_N | Aantal audiotapes beschikbaar | | |
| AUDIOCODED_N | Aantal audiotapes gecodeerd | | |

| | | | |
|-----------------|---|-----|-----------------------|
| INTQUEST_N | Aantal interviewervragenlijsten beschikbaar | | |
| ESSMAIN_MATCH | Manier koppeling ESS vragenlijst | 1 | 1-op-1 |
| | | 2 | Leeftijd-geslacht |
| | | 3 | Laatste |
| | | (6) | (niet van toepassing) |
| AUDIO_MATCH | Manier koppeling audiotape | 1 | 1-op-1 |
| INTQUEST_MATCH | Manier koppeling interviewervragenlijst | 2 | Laatste |
| | | (6) | (niet van toepassing) |
| ESSEXP_R5_CHECK | Actief in veldwerk ESS5 | 1 | Nee |
| ESSEXP_R6_CHECK | Actief in veldwerk ESS6 | 2 | Ja |

Interviewer fiche variables

| | Naam | Label | Waarden | Waardenlabels |
|----|---------------|---|---------|-----------------------------------|
| Q2 | AGEB | Leeftijd (fiche) | (888) | (geen antwoord) |
| | | | (999) | (niet beschikbaar) |
| Q3 | SEXB | Geslacht (fiche) | 1 | Vrouw |
| | | | 2 | Man |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q4 | EDUCB | Opleidingsniveau (fiche) | 1 | < Hoger secundair onderwijs |
| | | | 2 | Hoger secundair onderwijs |
| | | | 3 | Niet-universitair hoger onderwijs |
| | | | 4 | Universitair onderwijs |
| | | | (8) | (geen antwoord) |
| Q5 | YEARSINTB | Interviewerervaring (fiche) | (9) | (niet beschikbaar) |
| | | | 1 | Minder dan 1 jaar |
| | | | 2 | 1 - 2 jaar |
| | | | 3 | 2 - 5 jaar |
| | | | 4 | 5 - 10 jaar |
| | | | 5 | Meer dan 10 jaar |
| | | | (8) | (geen antwoord) |
| Q6 | OTHERJOBR | Andere betaalde activiteiten (raw) | (9) | (niet beschikbaar) |
| | | | 1 | Nee |
| | OTHERJOB | Andere betaalde activiteiten | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | OTHERJOBHOURS | Aantal uren besteed per week andere betaalde activiteiten | (555) | (Variabel) |
| Q7 | PAYMENTR | Beoordeling betaling interviewwerk (raw) | (777) | (ongeldig antwoord) |
| | | | (888) | (geen antwoord) |
| | PAYMENT | Beoordeling betaling interviewwerk | (999) | (niet beschikbaar) |
| | | | 1 | Goede beloning |
| | | | 2 | Redelijke beloning |
| | | | 3 | Aan de lage kant |
| | | | 4 | Duidelijk te weinig |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |

| | | | | |
|---------------|--------------------|--|---------|--------------------|
| Q8 | ESSEXPR | Meegewerkt vorige rondes van het ESS (raw) | 1 | Nee |
| | ESSEXP | Meegewerkt vorige rondes van het ESS | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | ESSEXP_R1 | Meegewerkt in ESS1 | 1 | Nee |
| | ESSEXP_R2 | Meegewerkt in ESS2 | 2 | Ja |
| | ESSEXP_R3 | Meegewerkt in ESS3 | (9) | (niet beschikbaar) |
| Q9 | ESSEXP_R4 | Meegewerkt in ESS4 | | |
| | ESSEXP_R5 | Meegewerkt in ESS5 | | |
| | ESSEXP_R6 | Meegewerkt in ESS6 | | |
| | UNIGOVEXPR | Ervaring andere wetenschappelijke en overheidssurveys (raw) | 1 | Nee |
| | UNIGOVEXP | Ervaring andere wetenschappelijke en overheidssurveys | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| Q10 | UNIGOVEXP_verbatim | Andere wetenschappelijke en overheidssurveys (verbatim) | (99999) | (niet beschikbaar) |
| | F2FEXPR | Ervaring andere face-to-face interviews (raw) | 1 | Nee |
| | F2FEXP | Ervaring andere face-to-face interviews | 2 | Ja |
| | | | [(8) | (geen antwoord)] |
| | | | (9) | (niet beschikbaar) |
| | F2FEXP_verbatim | Andere face-to-face interviews (verbatim) | (99999) | (niet beschikbaar) |
| | | | | |
| Q9-Q10 | EXP_BIVV | Ervaring: Nationale verkeersONveiligheidsenquête | 1 | Nee |
| | EXP_BSW | Ervaring: Baromètre social de la Wallonie | 2 | Ja |
| | EXP_CIM | Ervaring: Centrum voor Informatie over de Media (Radio, Pers, etc) | (9) | (niet beschikbaar) |
| | EXP_CP | Ervaring: Cultuurparticipatie | | |
| | EXP_EAK | Ervaring: Enquête naar de arbeidskrachten (EAK) | | |
| | EXP_EB | Ervaring: Eurobarometer | | |
| | EXP_EQL | Ervaring: European Quality of Life | | |
| | EXP_EVS | Ervaring: European Values Survey (EVS) | | |
| | EXP_GGP | Ervaring: Generations & Gender Programme (GGP) | | |
| | EXP_HBT | Ervaring: Habitat | | |
| | EXP_HDL | Ervaring: Handilab | | |
| | EXP_KDL | Ervaring: kaderledenstudie | | |
| | EXP_PIAAC | Ervaring: PIAAC | | |
| | EXP_PTR | Ervaring: PARTIREP/ Verkiezingsonderzoek | | |
| | EXP_SCIV | Ervaring: Sociale Cohesie Indicatoren in Vlaanderen | | |

| | | | | |
|------------|------------------|--|-------|-----------------------|
| | EXP_SCV | Ervaring: Sociale culturele verschuivingen (SCV) | | |
| | EXP_SEXP | Ervaring: Sexpert | | |
| | EXP_SHARE | Ervaring: Survey of Health, Ageing, Retirement in Europe (SHARE) | | |
| | EXP_SILC | Ervaring: Enquête naar de inkomens en levensomstandigheden (SILC) | | |
| | EXP_SONAR | Ervaring: SONAR | | |
| | EXP_SRIV | Ervaring: Scheiding/Relaties in Vlaanderen | | |
| | EXP_STM | Ervaring: Stadsmonitor | | |
| | EXP_TIES | Ervaring: The Integration of the European Second Generation (TIES) | | |
| | EXP_VACC | Ervaring: Vaccinatiegraad | | |
| | EXP_VAW | Ervaring: Violence against women | | |
| | EXP_WOON | Ervaring: Woonsurvey | | |
| Q11 | GENTRAINING1D | Deelgenomen aan algemene interviewertraining van een dag, ooit | 1 | Nee |
| | | | 2 | Ja |
| | | | (6) | (niet van toepassing) |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q12 | GENTRAINING_2YN | Aantal algemene interviewertrainingen, laatste twee jaar | (555) | (Meerdere) |
| | | | (888) | (geen antwoord) |
| | | | (999) | (niet beschikbaar) |
| Q13 | SPECTRAINING_2YN | Aantal projectspecifieke interviewertrainingen, laatste twee jaar | (555) | (Meerdere) |
| | | | (888) | (geen antwoord) |
| | | | (999) | (niet beschikbaar) |
| Q14 | CONVINCER | Beoordeling mate waarin respondenten te overtuigen zijn (raw) | 1 | Heel gemakkelijk |
| | CONVINCE | Beoordeling mate waarin respondenten te overtuigen zijn | 2 | Eerder gemakkelijk |
| | | | 3 | Eerder moeilijk |
| | | | 4 | Heel moeilijk |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q15 | PARTICIPATER2 | Gemiddelde responsgraad (raw) | 1 | < 30% |
| | PARTICIPATE2 | Gemiddelde responsgraad | 2 | 30 - 35% |
| Q16 | ESSPARTICIPATER2 | Verwachte responsgraad ESS (raw) | 3 | 35 - 40% |
| | ESSPARTICIPATE2 | Verwachte responsgraad ESS | 4 | 40 - 45% |
| | | | 5 | 45 - 50% |
| | | | 6 | 50 - 55% |
| | | | 7 | 55 - 60% |

| | | | | |
|-----|-------------------------|--|-------|------------------------|
| | | | 8 | 60 - 65% |
| | | | 9 | 65 - 70% |
| | | | 10 | > 70% |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| Q17 | IMPCONTACT_EVENINGR2 | Belang bezoeken in de avond voor hoog contactpercentage (raw) | 0 | Niet belangrijk |
| | IMPCONTACT_WEEKENDR2 | Belang bezoeken in het weekend voor hoog contactpercentage (raw) | 1 | |
| | IMPCONTACT_SPREADDAYS2 | Belang bezoeken spreiden over dagen voor hoog contactpercentage (raw) | 2 | |
| | IMPCONTACT_SPREADTIMES2 | Belang bezoeken spreiden over dagdelen voor hoog contactpercentage (raw) | 3 | |
| | | | 4 | |
| | IMPCONTACT_4VISITSR2 | Belang vier bezoeken bij geen contact voor hoog contactpercentage (raw) | 5 | |
| | IMPCONTACT_EVENING2 | Belang bezoeken in de avond voor hoog contactpercentage | 6 | |
| | IMPCONTACT_WEEKEND2 | Belang bezoeken in het weekend voor hoog contactpercentage | 7 | |
| | IMPCONTACT_SPREADDAYS2 | Belang bezoeken spreiden over dagen voor hoog contactpercentage | 8 | |
| | IMPCONTACT_SPREADTIMES2 | Belang bezoeken spreiden over dagdelen voor hoog contactpercentage | 9 | |
| | IMPCONTACT_4VISITS2 | Belang vier bezoeken bij geen contact voor hoog contactpercentage | 10 | |
| | | | [(77) | Heel belangrijk |
| | | | (88) | (ongeldig antwoord)] |
| | | | (99) | (geen antwoord) |
| | | | | (niet beschikbaar) |
| Q18 | IMPREFUSE_IDENTIFYR2 | Belang tonen van identificatie voor weinig weigeringen (raw) | 0 | Niet belangrijk |
| | IMPREFUSE_LETTERR2 | Belang introductiebrief voor weinig weigeringen (raw) | 1 | |
| | IMPREFUSE_BROCHURER2 | Belang informatiebrochure voor weinig weigeringen (raw) | 2 | |
| | IMPREFUSE_APPOINTMENTR2 | Belang afspraken voor weinig weigeringen (raw) | 3 | |
| | IMPREFUSE_IDENTIFY2 | Belang tonen van identificatie voor weinig weigeringen (nieuw) | 4 | |
| | IMPREFUSE_LETTER2 | Belang introductiebrief voor weinig weigeringen (nieuw) | 5 | |
| | IMPREFUSE_BROCHURE2 | Belang informatiebrochure voor weinig weigeringen (nieuw) | 6 | |
| | IMPREFUSE_APPOINTMENT2 | Belang afspraken voor weinig weigeringen (nieuw) | 7 | |
| | | | 8 | |
| | | | 9 | |
| | | | 10 | Heel belangrijk |
| | | | [(77) | (ongeldig antwoord)] |
| | | | (88) | (geen antwoord) |
| | | | (99) | (niet beschikbaar) |
| Q19 | EXPWITHRESPR | Ervaring omgang met respondenten en non-respondenten (raw) | 1 | Als zeer positief |
| | EXPWITHRESP | Ervaring omgang met respondenten en non-respondenten | 2 | Als enigszins positief |

| | | | | |
|-----|----------------------|--|---------|------------------------|
| | | | 3 | Als neutraal |
| | | | 4 | Als enigszins negatief |
| | | | 5 | Als zeer negatief |
| | | | [(7) | (ongeldig antwoord)] |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q20 | IMPRO_PLANNING | Verbeterpunt: planning van bezoeken en afspraken | 1 | Niet aangeduid |
| | IMPRO_CONTACTS | Verbeterpunt: verminderen van non-contact | 2 | Aangeduid |
| | IMPRO_ADMIN | Verbeterpunt: afgehandelde bezoeken administratief verwerken | (9) | (niet beschikbaar) |
| | IMPRO_PERSUADE | Verbeterpunt: respondenten overhalen om mee te doe aan een enquête | | |
| | IMPRO_NEUTRAL | Verbeterpunt: beter doorvragen | | |
| | IMPRO_OBJECTIVE | Verbeterpunt: objectief blijven | | |
| | IMPRO_CONTENT | Verbeterpunt: inhoudelijke kennis van de enquêtes en onderzoeken | | |
| | IMPRO_TECH | Verbeterpunt: mijn vaardigheden met de laptop | | |
| | IMPRO_OTHER | Verbeterpunt: anders, namelijk: | | |
| | IMPRO_OTHER_verbatim | Verbeterpunt: anders, namelijk: (verbatim) | (99999) | (niet beschikbaar) |
| | IMPRO_ORDERED | Verbeterpunten geordend | 1 | Nee |
| | | | 2 | Ja |
| | | | (9) | (niet beschikbaar) |

ESS test interviews variables

| | Naam | Label | Waarden | Waardenlabels |
|------------|----------------|---|-------------------------------------|--|
| F3 | YRBRND | Geboortjaar (ESS vragenlijst) | (8888) (9999) | (Weet niet) (niet beschikbaar) |
| F2 | SEXD | Geslacht (ESS vragenlijst) | 1 2 (8) (9) | Vrouw Man (Weet niet) (niet beschikbaar) |
| F15 | EDUCD | Opleidingsniveau (ESS vragenlijst) | 1 2 3 4 5 (8) (9) | < Hoger secundair onderwijs Hoger secundair onderwijs Niet-universitair hoger onderwijs Universitair onderwijs Andere (Weet niet) (niet beschikbaar) |
| A3 | TRUSTD | Vertrouwen (ESS vragenlijst) | 0 10 (88) (99) | Je kunt niet voorzichtig genoeg zijn De meeste mensen zijn te vertrouwen (Weet niet) (niet beschikbaar) |
| C18 | CITIZENBED | Belgische nationaliteit (ESS vragenlijst) | 1 | Nee |
| C20 | BORNBED | Geboren in België (ESS vragenlijst) | 2 | Ja |
| C25 | FATHERBORNBED | Vader geboren in België (ESS vragenlijst) | (8) | (Weet niet) |
| C27 | MOTHERBORNBED | Moeder geboren in België (ESS vragenlijst) | (9) | (niet beschikbaar) |
| F42 | INCOMEFEELENGD | Gevoel over huishoudinkomen (ESS vragenlijst) | 1 2 3 4 (8) (9) | Comfortabel leven Het lukt om rond te komen Moeilijk rondkomen Heel erg moeilijk (Weet niet) (niet beschikbaar) |

Audio recordings checklist variables

| Naam | Label | Waarden | Waardenlabels |
|---------------------|--|---------|-----------------------------|
| AUDIO_INTROREAD | Leest introductie voor | 1 | Ja |
| AUDIO_FLUENT | Spreekt vlot de taal van het interview | 2 | Nee |
| AUDIO_COMPLETE | Leest vragen volledig voor | (9) | (niet beschikbaar) |
| AUDIO_NOEXTRA | Voegt niets extra toe aan de vragen | | |
| AUDIO_ALL | Leest alle vragen van toepassing voor | | |
| AUDIO_QINTRO | Leest inleidende zinnen voor de vragen voor | | |
| AUDIO_QREPEAT | Herhaalt de vragen bij irrelevante/onduidelijke antwoorden of als R dit vraagt | | |
| AUDIO_NONOTES | Leest interviewerinstructies niet voor | | |
| AUDIO_USECARD | Leest "gebruik deze kaart" voor | | |
| AUDIO_CARDNOTREAD | Leest antwoordkaarten niet voor | | |
| AUDIO_NOTINOPTIONS | Vraagt naar meer uitleg als antwoord niet tussen opties | | |
| AUDIO_NOEXAMPLE | Geeft geen voorbeeldantwoorden | | |
| AUDIO_MISNOTREAD | Leest "weet niet", "weigering" en "andere" niet voor | | |
| AUDIO_OTHNOTREAD | Leest extra opties tussen haakjes niet voor | | |
| AUDIO_ALLREAD | Leest alle opties bij vragen zonder antwoordkaart | | |
| AUDIO_PROBEMISS | Vraagt minstens een maal neutraal door bij "weet niet" en "weigering" | | |
| AUDIO_PROBEMULTIPL | Vraagt minstens een maal door als meerdere antwoorden mogelijk | | |
| AUDIO_NOTSUGGESTIVE | Is niet suggestief of sturend | | |
| AUDIO_NOOPINION | Laat mening achterwege | | |
| AUDIO_RESPINTERPRET | Vraagt R om de vraag zelf te interpreteren als R om extra uitleg vraagt | | |
| AUDIO_TEMPO | Leest vragen niet te snel en niet te traag | | |
| AUDIO_VOLUME | Leest vragen niet te luid en niet te stil | | |
| AUDIO_CLEAR | Leest vragen duidelijk voor | | |
| AUDIO_INTONATION | Is aangenaam om naar te luisteren | | |
| AUDIO_ALLQSAME | Leest alle vragen op dezelfde manier, zonder verontschuldiging | | |
| AUDIO_ENOUGHTIME | Geeft R voldoende tijd om te antwoorden | | |
| AUDIO_CONFIRMATIONS | Geeft korte bevestigende antwoorden | | |
| AUDIO_FRIENDLY | Is vriendelijk en geïnteresseerd | | |
| AUDIO_NOJUDGEMENT | Geeft geen waardeoordeel, goed- of afkeuring | | |
| AUDIO_NDEV | Aantal afwijkingen checks audio | (99) | (niet beschikbaar) |
| AUDIO_OVERALL | Algemene beoordeling audio | 1 | OK, zeer goede interviewer, |
| | | 2 | OK |

| | | |
|--|-----|-------------------------|
| | 3 | Belangrijke opmerkingen |
| | 4 | Stopzetting gevraagd |
| | (9) | (niet beschikbaar) |

Interviewer survey variables

| | Naam | Label | Waarden | Waardenlabels |
|----|-------------------|---|--------------|---|
| Q7 | YEARSINTC | Interviewerervaring | 1 | Minder dan 6 maanden |
| | | | 2 | Meer dan 6 maanden maar minder dan 1 jaar |
| | | | 3 | 1 tot 2 jaar |
| | | | 4 | 2 tot 5 jaar |
| | | | 5 | 5 tot 10 jaar |
| | | | 6 | Meer dan 10 jaar |
| | | | (66) (99) | (niet van toepassing) (niet beschikbaar) |
| Q3 | EASECONTACT_ESS | Gemakkelijk of moeilijk potentiële respondenten te contacteren voor ESS | 1 | Heel moeilijk |
| | EASEPERSUADE_ESS | Gemakkelijk of moeilijk om medewerking te verkrijgen van potentiële respondenten voor ESS | 2 | Enigszins moeilijk |
| | | | 3 | Noch moeilijk, noch gemakkelijk |
| | EASEINTERVIEW_ESS | Gemakkelijk of moeilijk om het interview af te nemen bij respondenten voor ESS | 4 | Enigszins gemakkelijk |
| | | | 5 | Heel gemakkelijk |
| | | | (6) (9) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) (niet beschikbaar) |
| Q4 | GOODPAYMENT_ESS | Beoordeling betaling ESS interviewwerk | 1 | Goede betaling |
| | | | 2 | Redelijke betaling |
| | | | 3 | Aan de lage kant |
| | | | 4 | Duidelijk te weinig |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| Q5 | RESPEXP_ESS | Beoordeling ervaring van respondenten ESS interview | 1 | Als zeer positief |
| | | | 2 | Als enigszins positief |
| | | | 3 | Niet positief, niet negatief |
| | | | 4 | Als enigszins negatief |
| | | | 5 | Als zeer negatief |
| | | | (6) | (Ik heb in xxxx niet meegewerkt aan gelijkaardig onderzoek) |
| | | | (9) | (niet beschikbaar) |
| Q6 | TIMESPENT_ESS | Totale tijd (in uren) gespendeerd aan ESS interviewwerk | (8888) | (Weet niet) |
| | | | (9999) | (niet beschikbaar) |

| | | | | |
|-----|-------------------------|---|---------|----------------------------------|
| Q7 | FUTUREPARTICIPATE | Bereid in de toekomst aan ESS mee te werken | 1 | Ik zal zeker meewerken |
| | | | 2 | Ik twijfel of ik zal meewerken |
| | | | 3 | Ik zal zeker niet meer meewerken |
| | | | (9) | (niet beschikbaar) |
| Q8 | WHYNOT_verbatim | Reden (mogelijk) niet bereid in de toekomst mee te werken (verbatim) | (99999) | (niet beschikbaar) |
| | WHYNOT | Reden (mogelijk) niet bereid in de toekomst mee te werken | 1 | Persoonlijke redenen, geen tijd |
| | | | 2 | ESS werkomstandigheden |
| | | | (6) | (niet van toepassing) |
| | | | (8) | (geen antwoord) |
| | | | (9) | (niet beschikbaar) |
| Q9 | HOWBETTER_verbatim | Voorstel ter verbetering veldwerk (verbatim) | (99999) | (niet beschikbaar) |
| Q10 | NPROJECTS | Aantal andere projecten aan meegewerkt in veldwerkperiode | (888) | (Weet niet) |
| Q11 | NPROJECTS_ESSLIKE | Aantal andere projecten zoals ESS meegewerkt in veldwerkperiode | (999) | (niet beschikbaar) |
| Q12 | NUNITS_ESSLIKE | Aantal steekproefeenheden in projecten zoals ESS in veldwerkperiode | (88888) | (Weet niet) |
| Q13 | NINTERVIEWS_OTHER | Aantal interviews gerealiseerd in andere projecten in veldwerkperiode | (99999) | (niet beschikbaar) |
| Q14 | HOURSPERWEEK | Gemiddeld aantal uren per week interviewwerk in veldwerkperiode | (777) | (ongeldig antwoord) |
| | | | (888) | (Weet niet) |
| | | | (999) | (niet beschikbaar) |
| Q15 | WORKSFORMULTIPLE | Werkt voor meerdere veldwerkorganisaties | 1 | Nee |
| | | | 2 | Ja |
| | | | (9) | (niet beschikbaar) |
| Q16 | TIMEBURDEN_NOTENOUGH | Tijdsdruk: nooit voldoende tijd | 1 | Helemaal mee eens |
| | TIMEBURDEN_HIGHEXPECT | Tijdsdruk: te veel verwacht door veldwerkorganisaties | 2 | Enigszins mee eens |
| | TIMEBURDEN_ENOUGH | Tijdsdruk: veldwerkorganisaties geven voldoende tijd | 3 | Niet eens, niet oneens |
| | TIMEBURDEN_RUSHING | Tijdsdruk: vaak gehaast | 4 | Enigszins mee oneens |
| | TIMEBURDEN_PRESSURE | Tijdsdruk: veldwerkorganisaties zetten onder druk | 5 | Helemaal mee oneens |
| Q17 | PERSUADE_EVENRELUCTANT | Overtuigen: zelfs meest weigerachtige R kan overtuigd worden | (9) | (niet beschikbaar) |
| | PERSUADE_RESPECTPRIVACY | Overtuigen: interviewer moet privacy R respecteren | | |
| | PERSUADE_RIGHTMOMENT | Overtuigen: meeste R nemen deel als juiste moment | | |
| | TAILORING_SAMEWAY | Tailoring: meeste R op dezelfde manier benaderbaar | | |
| | PERSUADE_NOREPEATED | Overtuigen: weigerachtige R herhaaldelijk contacteren heeft geen zin | | |
| | PERSUADE_ALWAYS | Overtuigen: weigerachtige R altijd overtuigen | | |
| | PERSUADE_VOLUNTARY | Overtuigen: altijd vrijwillig karakter benadrukken | | |
| | PERSUADE_ACCEPTREFUSAL | Overtuigen: weigering accepteren als R weigerachtig | | |

| | | | | |
|-----|----------------------------|--|--------------|---------------------------------------|
| | TAILORING_UNIQUE | Tailoring: elke R unieke benadering nodig | | |
| | PERSUADE_UNRELIABLE | Overtuigen: antwoorden niet betrouwbaar als R moeilijk te overtuigen | | |
| | INCENTIVE_SELF | Liever incentive op eigen initiatief dan weigering accepteren | | |
| Q18 | IMPPARTICIPATE_LENGTH | Belangrijk deelnemen R: lengte van vragenlijst | 1 | Nee |
| | IMPPARTICIPATE_STRATEGY | Belangrijk deelnemen R: overtuigingsstrategieën en -technieken | 2 | Ja |
| | IMPPARTICIPATE_SUBJECT | Belangrijk deelnemen R: onderwerp | (9) | (niet beschikbaar) |
| | IMPPARTICIPATE_SKILLS | Belangrijk deelnemen R: sociale vaardigheden | | |
| | IMPPARTICIPATE_ENTHOUSIASM | Belangrijk deelnemen R: enthousiasme en interesse | | |
| | IMPPARTICIPATE_REPUTATION | Belangrijk deelnemen R: reputatie organisatie | | |
| | IMPPARTICIPATE_NONE | Belangrijk deelnemen R: geen van deze | | |
| | IMPPARTICIPATE_EXTATTRIB | Toewijzing beslissing deelnemen R aan externe factoren | (88) (99) | (geen antwoord) (niet beschikbaar) |
| Q19 | STRDZ_ANSWERSELF | Gestandaardiseerd interviewen: antwoord zelf invullen | 1 | Altijd |
| | STRDZ_SHORTEN | Gestandaardiseerd interviewen: lange vragen inkorten | 2 | Meestal |
| | STRDZ_DIALECT | Gestandaardiseerd interviewen: dialect | 3 | Soms |
| | STRDZ_REPEAT | Gestandaardiseerd interviewen: exact herhalen | 4 | Nooit |
| | STRDZ_SUGGEST | Gestandaardiseerd interviewen: antwoord voorstellen | (9) | (niet beschikbaar) |
| | STRDZ_SLOWER | Gestandaardiseerd interviewen: trager praten | | |
| | STRDZ_FASTER | Gestandaardiseerd interviewen: sneller praten | | |
| | STRDZ_INSTRUCTIONS | Gestandaardiseerd interviewen: altijd instructies volgen | | |
| Q20 | STRDZ_EXPLAIN | Gestandaardiseerd interviewen: betekenis uitleggen | | |
| | MOTIV_CURIOUS | Motivatatie: nieuwsgierig | 1 | Heel onbelangrijk |
| | MOTIV_PAYMENT | Motivatatie: betaling | 2 | Enigszins onbelangrijk |
| | MOTIV_INTERESTING | Motivatatie: interessant | 3 | Niet belangrijk, niet onbelangrijk |
| | MOTIV_CONTACT | Motivatatie: contact met mensen | 4 | Enigszins belangrijk |
| | MOTIV_SCIENTIFIC | Motivatatie: wetenschappelijk onderzoek | 5 | Heel belangrijk |
| | MOTIV_SOCIETY | Motivatatie: maatschappelijk nut | (9) | (niet beschikbaar) |
| | MOTIV_HOURS | Motivatatie: uren zelf bepalen | | |
| Q21 | MOTIV_SITUATIONS | Motivatatie: situaties waar je anders niet kan komen | | |
| | TRUSTC | Vertrouwen (interviewervragenlijst) | 0 | Je kunt niet voorzichtig genoeg zijn |
| | | | 10 | De meeste mensen zijn te vertrouwen |
| | | | (99) | (niet beschikbaar) |

| | | | | |
|-----|-------------------|--|---------|--|
| Q22 | DATAWORRIED | Bezorgdheid over bescherming van persoonlijke gegevens | 1 | Heel erg bezorgd |
| | | | 2 | Redelijk bezorgd |
| | | | 3 | Een beetje bezorgd |
| | | | 4 | Helemaal niet bezorgd |
| | | | (9) | (niet beschikbaar) |
| Q23 | FREETIME | Te veel of te weinig vrije tijd | 1 | Veel te veel |
| | | | 2 | Een beetje te veel |
| | | | 3 | Niet te veel, niet te weinig |
| | | | 4 | Een beetje te weinig |
| | | | 5 | Veel te weinig |
| | | | (9) | (niet beschikbaar) |
| | SEXC | Geslacht (interviewervragenlijst) | 1 | Vrouw |
| | | | 2 | Man |
| | | | (9) | (niet beschikbaar) |
| | AGEC | Leeftijd (interviewervragenlijst) | (777) | (ongeldig antwoord) |
| | | | (999) | (niet beschikbaar) |
| | YRBRNC | Geboortejaar (interviewervragenlijst) | (7777) | (ongeldig antwoord) |
| | | | (9999) | (niet beschikbaar) |
| Q24 | EDUCC | Opleidingsniveau (interviewervragenlijst) | 1 | Niet voltooid hoger onderwijs |
| | | | 2 | Hoger secundair onderwijs |
| | | | 3 | Niet-universitair onderwijs |
| | | | 4 | Universitair onderwijs |
| | | | (9) | (niet beschikbaar) |
| Q25 | DIPLOMA1_verbatim | Diploma 1 (verbatim) | (99999) | (niet beschikbaar) |
| | DIPLOMA2_verbatim | Diploma 2 (verbatim) | | |
| | DIPLOMA3_verbatim | Diploma 3 (verbatim) | | |
| | EDUDOMAIN1 | Onderwijs finaliteit 1 | 1 | [A] Economie en bedrijfswetenschappen |
| | EDUDOMAIN2 | Onderwijs finaliteit 2 | 2 | [A] Psychologie en pedagogische wetenschappen |
| | EDUDOMAIN3 | Onderwijs finaliteit 3 | 3 | [A] Sociale wetenschappen |
| | | | 4 | [A] Geschiedenis, filosofie, letteren en kunst |
| | | | 5 | [A] Rechten en criminologie |
| | | | 6 | [A] Exacte wetenschappen |
| | | | 7 | [P] Leraar |

| | | | |
|-----------------|--|------|---|
| | | 8 | [P] Bedrijfsbeheer en informatica (boekhouden, verzekeringen etc) |
| | | 9 | [P] Horeca en toerisme |
| | | 10 | [P] Marketing, PR en verkoop |
| | | 11 | [P] Sociaal-agogisch werk |
| | | 12 | [P] Administratie |
| | | 13 | [P] Bouw en techniek |
| | | 14 | [P] Mode, kunst en grafische vormgeving |
| | | 15 | [P] Verzorging en verpleegkunde |
| | | 16 | [P] Sport, voeding, schoonheidsverzorging |
| | | 17 | [P] Scheikunde |
| | | 18 | [P] Ordehandhaving (politie, rijkswacht, leger) |
| | | 19 | [P] Dierenverzorging |
| | | 20 | [P] Talen |
| | | (66) | (geen finaliteit) |
| | | (88) | (niet codeerbaar) |
| | | (99) | (niet beschikbaar) |
| DO_INTERVIEWER | Activiteit: betaald werk als zelfstandig interviewer | 1 | Nee |
| DO_SELFEMPLOYED | Activiteit: betaald werk in andere zelfstandige activiteit | 2 | Ja |
| DO_EMPLOYEE | Activiteit: betaald werk als werknemer in loondienst | (9) | (niet beschikbaar) |
| DO_EDUCATION | Activiteit: onderwijs gevolgd | | |
| DO_RETIRED | Activiteit: gepensioneerd | | |
| DO_JOBSEARCH | Activiteit: actief op zoek naar werk | | |
| DO_HOUSEHOLD | Activiteit: actief in huishouden, voor kinderen of andere personen gezorgd | | |
| DO_OTHER | Activiteit: andere | | |
| MAINACTIVITY | Hoofdactiviteit | 1 | Betaald werk als zelfstandig interviewer |
| | | 2 | Betaald werk in andere zelfstandige activiteit |
| | | 3 | Betaald werk als werknemer in loondienst |
| | | 4 | Onderwijs gevolgd |
| | | 5 | Gepensioneerd |

| | | | | |
|----------------------|----------------------|--|---------|--|
| | | | 6 | Actief op zoek naar werk |
| | | | 7 | Actief in het huishouden, voor kinderen of andere personen gezorgd |
| | | | 8 | Geen van bovenstaande |
| | | | (99) | (niet beschikbaar) |
| Q27 | JOBTITLE_verbatim | Jobtitel (verbatim) | (99999) | (niet beschikbaar) |
| Q28 | JOBDO_verbatim | Jobinhoud (verbatim) | (99999) | (niet beschikbaar) |
| | MAINJOB_ISCO08 | Job ISCO08 | (66666) | (niet van toepassing) |
| | | | (77777) | (niet codeerbaar) |
| | | | (99999) | (niet beschikbaar) |
| Q29 | CURRENTEDUC_verbatim | Huidige opleiding (verbatim) | (99999) | (niet beschikbaar) |
| Q30 | CITIZENBEC | Belgische nationaliteit (interviewervragenlijst) | 1 | Nee |
| Q31 | BORNBEC | Geboren in België (interviewervragenlijst) | 2 | Ja |
| Q32 | FATHERBORNBEC | Vader geboren in België (interviewervragenlijst) | (9) | (niet beschikbaar) |
| Q33 | MOTHERBORNBEC | Moeder geboren in België (interviewervragenlijst) | | |
| Q34 | INCOMEFEEELINGC | Gevoel over huishoudinkomen (interviewervragenlijst) | 1 | Comfortabel leven |
| | | | 2 | Het lukt om rond te komen |
| | | | 3 | Moeilijk rondkomen |
| | | | 4 | Heel erg moeilijk |
| | | | (9) | (niet beschikbaar) |
| Q35 | CNCLRMRS_verbatim | Afsluitende opmerkingen (verbatim) | (99999) | (niet beschikbaar) |
| Q8, Q9 en Q35 | REMARK1 | Opmerking of suggestie 1 | (999) | (niet beschikbaar) |
| | REMARK2 | Opmerking of suggestie 2 | | |
| | REMARK3 | Opmerking of suggestie 3 | | |
| | REMARK4 | Opmerking of suggestie 4 | | |
| | REMARK5 | Opmerking of suggestie 5 | | |
| | REMARK6 | Opmerking of suggestie 6 | | |
| | REMARK7 | Opmerking of suggestie 7 | | |
| | REMARK8 | Opmerking of suggestie 8 | | |

Appendix 4: Interviewer fiche, round 5 (NL/FR)

Fiche Interviewer - ESS Ronde 5

1. Naam :
2. Leeftijd :
3. Geslacht : M / V
4. Opleidingsniveau:
 - ☐ < Hoger Secundair onderwijs
 - ☐ Hoger Secundair onderwijs
 - ☐ Niet-universitair hoger onderwijs
 - ☐ Universitair onderwijs
5. Hoe lang bent u werkzaam als interviewer?
 - ☐ Minder dan 1 jaar
 - ☐ 1 – 2 jaar
 - ☐ 2 – 5 jaar
 - ☐ 5 – 10 jaar
 - ☐ meer dan 10 jaar
6. Verricht u naast uw werk als interviewer nog andere betaalde werkzaamheden? Ja / Nee
Zo ja, voor hoeveel uur in de week?
7. Hoe beoordeelt u de betaling voor uw interviewwerk?
 - ☐ Ik vind dit een goede beloning voor de gevraagde werkzaamheden
 - ☐ Ik vind dit een redelijke beloning voor de gevraagde werkzaamheden
 - ☐ Ik vind dit aan de lage kant voor de gevraagde werkzaamheden
 - ☐ Ik vind dit duidelijk te weinig voor de gevraagde werkzaamheden
8. Heeft u reeds meegewerkt aan rondes van de European Social Survey? Ja / Nee
Zo ja, welke?:
 - ☐ ronde 1 in 2002
 - ☐ ronde 2 in 2004
 - ☐ ronde 3 in 2006
 - ☐ ronde 4 in 2008
9. Heeft u reeds meegewerkt aan andere surveys in opdracht van universiteiten of overheidsinstellingen? Ja / Nee
Zo ja, welke:
.....
10. Heeft u ervaring met andere face-to-face interviews? Ja / Nee
Zo ja, waarover gingen deze interviews?:
.....
.....

11. Aan hoeveel trainingen omtrent interviewen heeft u eerder reeds deelgenomen?

.....

Door wie werden deze gegeven en hoe lang duurde die training(en)?

.....

.....

.....

12. Hoe beoordeelt u, op basis van uw eraring, de mate waarin (eender welke) respondenten te overtuigen zijn?

- ☐ Heel gemakkelijk om iemand te overtuigen
- ☐ Eerder gemakkelijk om iemand te overtuigen
- ☐ Eerder moeilijk om iemand te overtuigen
- ☐ Heel moeilijk om iemand te overtuigen

13. Gemiddeld genomen, hoeveel procent van de door u gecontacteerde respondenten neemt deel?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

14. Hoeveel procent van de door u gecontacteerde respondenten denkt u zal deelnemen aan het ESS?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

15. In welke situatie zou u 's avonds na 17 uur bezoeken?

- ☐ Nooit na 17u
- ☐ Meteen bij het eerste bezoek
- ☐ Na een vergeefs bezoek overdag
- ☐ Na twee vergeefse bezoeken overdag
- ☐ Na drie vergeefse bezoeken overdag
- ☐ Zoveel mogelijk

16. In welke situatie zou u op zaterdag bezoeken?

- ☐ Nooit op een zaterdag
- ☐ Meteen bij het eerste bezoek
- ☐ Na een vergeefs bezoek door de week
- ☐ Na twee vergeefse bezoeken door de week
- ☐ Na drie vergeefse bezoeken door de week
- ☐ Zoveel mogelijk

17. Hoe belangrijk zijn volgens u de volgende aspecten voor een zo hoog mogelijk contactpercentage, voor zo min mogelijk weigeringen en voor zo min mogelijke kosten? Geef voor onderstaande aspecten een score op een schaal van 1 tot 10, waarbij 1 gelijk is aan 'niet belangrijk' en 10 aan 'heel belangrijk'.

| | Hoog contact- percentage | Weinig weigeringen | Lage kosten |
|---|-----------------------------|-----------------------|----------------|
| Tonen van identificatie | | | |
| Gebruik van een introductiebrief | | | |
| Gebruik van een informatiefolder | | | |
| Bezoeken in de avond | | | |
| Bezoeken in het weekend | | | |
| Spreiden over dagen | | | |
| Spreiden over dagdelen | | | |
| Vier keer bezoeken bij geen contact | | | |
| Afspraak maken in plaats van direct interviewen | | | |

Denk bij de volgende vragen aan projecten waaraan u al heeft meegewerkt als interviewer.

18. Hoe ervaart u in het algemeen de omgang met respondenten en non-respondenten?

- ☐ Als zeer positief
- ☐ Als enigszins positief
- ☐ Als neutraal
- ☐ Als enigszins negatief
- ☐ Als zeer negatief

19. Waar ziet u verbeterpunten voor uzelf als interviewer? Geef maximaal drie aspecten aan en geef ze een score van 1 tot 3 waarbij 1 uw belangrijkste verbeterpunt is.

- ☐ Planning van bezoeken en afspraken
- ☐ Verminderen van non-contact
- ☐ Afgehandelde bezoeken administratief verwerken
- ☐ Respondenten overhalen om mee te doen aan een enquête
- ☐ Bij onduidelijke antwoorden minder interpreteren of sturen, maar beter doorvragen
- ☐ Objectief blijven en mij niet laten beïnvloeden door de situatie
- ☐ Inhoudelijke kennis van de enquêtes en onderzoeken
- ☐ Mijn vaardigheden met de laptop
- ☐ Anders, namelijk:

20. Waar streeft u naar in uw werk als interviewer (geef het belangrijkste punt aan)?

- ☐ Een zo hoog mogelijk contactpercentage
- ☐ Een zo laag mogelijk weigeringspercentage
- ☐ Zo min mogelijk kosten maken
- ☐ Anders, namelijk:

Fiche Interviewer - ESS 5ième vague

1. Nom :

2. Âge :

3. Sexe : H / F

4. Diplôme le plus élevé obtenu :

- ☐ N'a pas achevé l'enseignement secondaire supérieur
- ☐ Secondaire supérieur
- ☐ Supérieur non universitaire
- ☐ Universitaire

5. Depuis combien de temps travaillez-vous comme enquêteur ?

- ☐ Moins d'un an
- ☐ Entre 1 et 2 ans
- ☐ Plus de 2 ans jusqu'à 5 ans
- ☐ Plus de 5 ans jusqu'à 10 ans
- ☐ Plus de 10 ans

6. En dehors de votre travail comme enquêteur, avez-vous des autres activités professionnelles?
Oui / Non

Si oui, combien d'heures par semaine?

7. Comment évaluez-vous le paiement de votre travail comme intervieweur?

- ☐ Je pense que c'est bien payé pour le travail demandé
- ☐ Je pense que c'est raisonnablement payé pour le travail demandé
- ☐ Je pense que c'est plutôt insuffisant pour le travail demandé
- ☐ Je pense que c'est nettement insuffisant pour le travail demandé

8. Avez-vous déjà participé, comme enquêteur, à d'autres vagues de l'Enquête Sociale Européenne ? Oui / Non

Si oui, lesquels?:

- ☐ Vague 1 en 2002
- ☐ Vague 2 en 2004
- ☐ Vague 3 en 2006
- ☐ Vague 4 en 2008

9. Avez-vous déjà participé comme enquêteur à d'autres enquêtes commanditées par les universités ou les institutions gouvernementales? Oui / Non

Si oui, lesquelles?:

.....

10. Avez-vous d'autres références avec des enquêtes en face-à-face? Oui / Non

Si oui, quel sujet avaient ces enquêtes?:

.....

.....

11. À combien de formations au sujet des enquêtes par sondage avez-vous déjà participé ?

.....

Par qui étaient-elles données et quelle était la durée de cette/ces formation(s)?

.....

.....

.....

12. A votre avis, sur la base de votre expérience, est-il facile d'obtenir des réponses à une enquête ?

- ☐ Très facile
- ☐ Assez facile
- ☐ Plutôt difficile
- ☐ Très difficile

13. En général, quel est la proportion des personnes que vous contactez qui acceptent de répondre à une enquête ?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

14. A votre avis, quelle serait le pourcentage des personnes que vous contactez qui accepteraient de répondre à l'ESS ?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

15. Dans quelle situation vous rendez-vous chez des personnes à interroger après 17 heures ?

- ☐ Jamais après 17h
- ☐ Dès la première visite
- ☐ Après une visite infructueuse pendant la journée
- ☐ Après deux visites infructueuses pendant la journée
- ☐ Après trois visites infructueuses pendant la journée
- ☐ Autant que possible

16. Dans quelle situation vous rendez-vous chez des personnes à interroger le samedi?

- ☐ Jamais un samedi
- ☐ Dès la première visite
- ☐ Après une visite infructueuse pendant la semaine
- ☐ Après deux visites infructueuses pendant la semaine
- ☐ Après trois visites infructueuses pendant la semaine
- ☐ Autant que possible

17. Quelle importance ont, selon vous, les éléments suivants pour obtenir un taux de réponse élevé, pour minimiser les refus et pour minimiser les coûts? Donnez un score sur les aspects suivants sur une échelle de 1 à 10, où 1 signifie "pas important" et 10 "très important".

| | Taux de réponse élevé | Peu de refus | Des coûts réduits |
|---|-----------------------|--------------|-------------------|
| Montrer une carte d'identification | | | |
| L'utilisation d'une lettre d'introduction | | | |
| L'utilisation d'une brochure d'information | | | |
| Des visites dans la soirée | | | |
| Des visites dans le week-end | | | |
| Varier les jours de visite | | | |
| Varier les heures de visite | | | |
| Quatre visites si pas de contact | | | |
| Donner un rendez-vous au lieu d'interviewer directement | | | |

Répondez aux questions suivantes sur la base de votre expérience passée comme enquêteur

18. Quelle est, en général, votre appréciation de la relation avec les répondants et les non-répondants ?

- ☐ Très positif
- ☐ Plutôt positif
- ☐ Neutre
- ☐ Plutôt négative
- ☐ Très négative

19. Que pensez vous qu'il faudrait améliorer dans votre travail d'enquêteur ? Marquez au maximum trois éléments et donner leur un score de 1 à 3, où 1 est le point d'amélioration le plus important.

- ☐ Organisation des visites et des rendez-vous
- ☐ Réduire les non-contacts
- ☐ Bien documenter toutes les visites ou tentatives de visites accomplies
- ☐ Persuader les répondants à participer
- ☐ Ne pas interpréter ou diriger les réponses imprécises et reposer la question.
- ☐ Rester neutre et ne pas se laisser influencer par la situation
- ☐ Connaissance du contenu des sondages et des études
- ☐ Mes compétences avec l'ordinateur portable
- ☐ Autres, c'est-à-dire:

20. Qu'est-ce que vous visez dans votre travail comme intervieweur (donner le point principal)?

- ☐ Un taux de contact le plus élevé possible
- ☐ Un taux de refus le plus bas possible
- ☐ Limiter les coûts le plus possible
- ☐ Autres, c'est-à-dire:

Appendix 5: Statistics Netherlands (CBS) interviewer survey (2010)

Vragenlijst voor veldinterviewers

Achtergrondinformatie

Vraag 1: Hoe lang bent u werkzaam als interviewer voor het CBS?

- a) Minder dan 1 jaar
- b) 1 – 2 jaar
- c) 2 – 5 jaar
- d) 5 – 10 jaar
- e) Meer dan 10 jaar

Vraag 2: Hoeveel uren per week werkt u volgens uw contract als interviewer voor het CBS?

Aantal uren:

Vraag 3: Verricht u naast uw werk als CBS-interviewer nog andere betaalde werkzaamheden?

- a) Nee
- b) Ja, voor uur in de week

Vraag 4: Wat is de hoogste opleiding die u met succes heeft afgerond?

- a) Lager Beroepsonderwijs, VMBO basisberoepsgerichte of kaderberoepsgerichte leerweg
- b) Mavo, VMBO theoretische of gemengde leerweg, ULO, MULO
- c) Havo, VWO, Gymnasium, HBS, MMS
- d) Middelbaar beroepsonderwijs (MBO, BOL, BBL)
- e) Kandidaats, Bachelor, Hoger Beroepsonderwijs
- f) Doctoraal, Master, semi-Wetenschappelijk onderwijs
- g) Andere opleiding
- h) Geen opleiding met succes afgerond

Werktijden

Vraag 5: Sommige interviewers geven aan dat het werk ze zo beheerst dat ze voor hun gevoel meer uur met het interviewvak bezig zijn dan ze volgens contract zouden moeten werken. Is dat bij u ook het geval?

- a) Nee
- b) Ja → Hoeveel uur per week bent u voor uw gevoel met uw werk als interviewer bezig?
...uur

Vraag 6: Hoe vaak per week werkt u gemiddeld in de avond, na 17.00 uur?

- a) Geen enkele keer
- b) Een keer per week
- c) Twee keer per week
- d) Drie keer per week
- e) Vier keer per week
- f) Meer dan vier keer per week

Vraag 7: Als het aan u lag: wanneer zou u 's avonds na 17 uur bezoeken?

- a) Nooit
- b) Meteen bij het eerste bezoek
- c) Na een vergeefs bezoek overdag
- d) Na twee vergeefse bezoeken overdag
- e) Na drie of vier vergeefse bezoeken overdag
- f) Zoveel mogelijk

Vraag 8: Hoe vaak per maand werkt u gemiddeld op zaterdag?

- a) Nooit
- b) Een keer per maand
- c) Twee keer per maand
- d) Drie keer per maand
- e) Vier keer per maand

Vraag 9: Als het aan u lag: wanneer zou u op zaterdag bezoeken?

- a) Nooit
- b) Meteen bij het eerste bezoek
- c) Na een vergeefs bezoek door de week
- d) Na twee vergeefse bezoeken door de week
- e) Na drie vergeefse bezoeken door de week
- f) Zoveel mogelijk

Bereikbaarheid

Vraag 10: Vindt u dat u uw telefoon altijd aan moet hebben staan om bereikbaar te zijn voor respondenten?

- a) Ja
- b) Nee

Vraag 11: Hoe vaak gebeurt het dat respondenten u op een ongelegen tijdstip bellen?

- a) Heel vaak
- b) Vaak
- c) Soms
- d) Nooit

Vraag 12: Als een respondent uw voicemail insprekt voor een afspraak, wanneer belt u dan terug?

- a) Ik bel een respondent zo spoedig mogelijk terug, ook buiten werktijd.
- b) Ik bel respondenten alleen tijdens mijn werkuren terug.
- c) Anders, namelijk:

Vraag 13: Afgezien van de zondag, plant u structureel dagen of dagdelen per week in waarop u niet werkt?

- a) Altijd
- b) Meestal
- c) Soms
- d) Nooit

Vraag 14: Op welke manier bent u op uw ingeplande vrije dag of dagdeel bezig met uw werk? (meerdere antwoorden mogelijk)

- a) Ik ben telefonisch bereikbaar voor respondenten.
- b) Ik hou mijn administratie bij.
- c) Ik plan nieuwe bezoeken in.
- d) Ik bel respondenten terug.
- e) Op mijn vrije dag ben ik niet met werk bezig.
- f) Anders, namelijk:

Eerlijke verdeling geld & werk

Vraag 15: Hoe beoordeelt u de hoogte van uw salaris in vergelijking met uw werk als interviewer?

- a) Mijn salaris is een goede beloning voor de gevraagde werkzaamheden
- b) Mijn salaris is een redelijke beloning voor de gevraagde werkzaamheden
- c) Mijn salaris is aan de lage kant voor de gevraagde werkzaamheden
- d) Mijn salaris is duidelijk te laag voor de gevraagde werkzaamheden

Vraag 16: Interviewers die een buitengewone prestatie hebben geleverd, kunnen een bonus krijgen. Vindt u de verdeling van de bonussen rechtvaardig?

- a) Rechtvaardig → 18
- b) Niet rechtvaardig, niet onrechtvaardig → 18
- c) Onrechtvaardig → 17

Vraag 17: Wat is de belangrijkste reden waarom u de verdeling van de bonussen onrechtvaardig vindt?

- a) Sommige interviewers krijgen onterecht een bonus.
- b) De hoogte van de bonus en de geleverde prestatie zijn niet in overeenstemming.
- c) Voor sommige interviewers is het werk veel moeilijker dan voor andere.
- d) Anders, namelijk:

Vraag 18: Hoe vaak moet u werken in een moeilijke wijk?

- a) Vaak.
- b) Soms.
- c) Nooit

Vraag 19: Heeft u het gevoel dat de toekenning van moeilijke adressen gelijk verdeeld wordt in uw regio?

- a) Ja, elke interviewer krijgt even vaak moeilijke adres toegekend.
- b) Nee, sommige interviewers krijgen vaker een moeilijk adres toegekend dan andere.

Lichamelijke en mentale belasting

Vraag 20: Bij sommige interviewers maakt de reistijd een substantieel deel uit van hun werktijd. Hoe ervaart u het reizen?

- a) Als zeer positief
- b) Als enigszins positief
- c) Als neutraal
- d) Als enigszins negatief
- e) Als zeer negatief

Vraag 21: In uw werkafspraken worden afspraken gemaakt, onder andere over de te halen respons. Hoe ervaart u het werken met dergelijke 'targets'?

- a) Als zeer positief
- b) Als enigszins positief
- c) Als neutraal
- d) Als enigszins negatief
- e) Als zeer negatief

Vraag 22: Hoe ervaart u in het algemeen de omgang met respondenten en nonrespondenten?

- a) Als zeer positief
- b) Als enigszins positief
- c) Als neutraal
- d) Als enigszins negatief
- e) Als zeer negatief

Vraag 23: Hoe belastend vindt u het dragen van de laptop?

- a) Zeer belastend
- b) Enigszins belastend
- c) Niet belastend

Vraag 24: Hoe ervaart u de werkdruk van uw functie als interviewer?

- a) Als zeer hoog
- b) Als hoog
- c) Als niet hoog/niet laag
- d) Als laag
- e) Als zeer laag

Sociaal contact

Vraag 25: Heeft u buiten het werkoverleg contact met andere interviewers?

- a) Ja
- b) Nee

Vraag 26: Wat vindt u van de hoeveelheid contact met uw collega interviewers?

- a) Er is teveel contact met andere interviewers → 28
- b) De hoeveelheid contact is precies goed → 28
- c) Er is te weinig contact met andere interviewers → 27

Vraag 27: Wat voor soort contact zou u, buiten het werkoverleg, met andere interviewers willen hebben?

- a) Ik wil graag met andere interviewers over werk praten.
- b) Ik wil graag sociaal contact met andere interviewers.
- c) Anders, namelijk:

Vraag 28: Hoe vaak bespreekt u de volgende onderdelen van uw werk met andere interviewers?

| | Vaak | Soms | Zelden / nooit |
|-----------------------------------|------|------|----------------|
| Uw percentage non-contact | | | |
| Uw percentage respons | | | |
| Uw percentage weigeringen | | | |
| Omgaan met weigeringen | | | |
| Indelen van bezoeken en afspraken | | | |
| Het halen van de 'targets' | | | |
| Werkdruk | | | |
| Volgen van de veldwerkstrategie | | | |
| Anders, namelijk: | | | |

Vraag 29: Beïnvloedt informatie over de prestaties en werkwijze van collega-interviewers uw gedrag?

- a) Ja, in grote mate
- b) Ja, in beperkte mate
- c) Nee

Vraag 30: Wat vindt u van de hoeveelheid contact met uw regiomanager?

- a) Er is teveel contact met mijn regiomanager.
- b) De hoeveelheid contact met mijn regiomanager is precies goed.
- c) Er is te weinig contact met mijn regiomanager.

Vraag 31: Hoe vaak bespreekt u de volgende onderdelen van uw werk met uw regiomanager?

| | Vaak | Soms | Zelden / nooit |
|-----------------------------------|------|------|----------------|
| Uw percentage non-contact | | | |
| Uw percentage respons | | | |
| Uw percentage weigeringen | | | |
| Omgaan met weigeringen | | | |
| Indelen van bezoeken en afspraken | | | |
| Het halen van de 'targets' | | | |
| Werkdruk | | | |
| Volgen van de veldwerkstrategie | | | |
| Anders, namelijk: | | | |

Vraag 32: Waar ziet u verbeterpunten voor uw regiomanager met betrekking tot de omgang met interviewers?

Vraag 33: Waar ziet u verbeterpunten voor het CBS met betrekking tot de omgang met interviewers?

Vraag 34: Waar ziet u verbeterpunten voor uzelf als interviewer?

- a) Planning van bezoeken en afspraken
- b) Verminderen van non-contact
- c) Afgehandelde bezoeken administratief verwerken
- d) Respondenten overhalen om mee te doen aan een enquête
- e) Bij onduidelijke antwoorden minder interpreteren of sturen, maar beter doorvragen (DIS)
- f) Inhoudelijke kennis van de enquêtes en onderzoeken
- g) Mijn vaardigheden met de laptop
- h) De communicatie met mijn regiomanager
- i) Anders, namelijk:

Betrokken bij VELDWERKSTRATEGIE

Instructie: Indien u vóór 2004 als CBS-interviewer bent gaan werken, ga dan verder met vraag 35. Indien u in 2004 of later als CBS-interviewer bent gaan werken, ga dan verder met vraag 37.

Vraag 35: Bent u betrokken geweest bij het ontwerp van de huidige veldwerkstrategie, die sinds 2004 van kracht is?

- a) Ik ben intensief betrokken geweest bij de totstandkoming van de veldwerkstrategie.
- b) Ik ben enigszins betrokken geweest bij de totstandkoming van de veldwerkstrategie.
- c) Ik ben nauwelijks betrokken geweest bij de totstandkoming van de veldwerkstrategie.
- d) Ik ben niet betrokken geweest bij de totstandkoming van de veldwerkstrategie.

Vraag 36: Was u tevreden over de mate van uw betrokkenheid bij het tot stand komen van de veldwerkstrategie?

- a) Ik had meer betrokken willen worden.
- b) Mijn betrokkenheid was precies goed.
- c) Ik had minder betrokken willen worden.

Vraag 37: Er wordt momenteel nagedacht over aanpassing van de huidige veldwerkstrategie. In hoeverre voelt u zich hierbij betrokken?

- a) Ik word intensief betrokken bij het ontwerp van de nieuwe veldwerkstrategie.
- b) Ik word enigszins betrokken bij het ontwerp van de nieuwe veldwerkstrategie.
- c) Ik word nauwelijks betrokken bij het ontwerp van de nieuwe veldwerkstrategie.
- d) Ik word niet betrokken bij het ontwerp van de nieuwe veldwerkstrategie.
- e) Nieuwe veldwerkstrategie?

Vraag 38: Vindt u het belangrijk dat u betrokken wordt bij het ontwerp van de nieuwe veldwerkstrategie?

- a) Ja, heel belangrijk
- b) Ja, enigszins belangrijk
- c) Nee, niet belangrijk

Aandacht aan VELDWERKSTRATEGIE

Vraag 39: Hoe vaak wordt er gemiddeld aandacht besteed aan de *inhoud* van de veldwerkstrategie?

| | 1x per maand | 1x per kwartaal | 1x per half jaar | 1x per jaar | Alleen tijdens training | Helemaal niet |
|----------------------|--------------|-----------------|------------------|-------------|-------------------------|---------------|
| Door de regiomanager | | | | | | |
| Door het CBS | | | | | | |

Vraag 40: Hoe vaak wordt er gemiddeld aandacht besteed aan de voordelen van de veldwerkstrategie voor het CBS?

| | 1x per maand | 1x per kwartaal | 1x per half jaar | 1x per jaar | Alleen tijdens training | Helemaal niet |
|----------------------|--------------|-----------------|------------------|-------------|-------------------------|---------------|
| Door de regiomanager | | | | | | |
| Door het CBS | | | | | | |

Vraag 41: Hoe vaak wordt er gemiddeld aandacht besteed aan de voordelen van de veldwerkstrategie voor de interviewers?

| | 1x per maand | 1x per kwartaal | 1x per half jaar | 1x per jaar | Alleen tijdens training | Helemaal niet |
|----------------------|--------------|-----------------|------------------|-------------|-------------------------|---------------|
| Door de regiomanager | | | | | | |
| Door het CBS | | | | | | |

Vraag 42: Hoe vaak wordt er gemiddeld aandacht besteed aan de eventuele nadelen van de veldwerkstrategie voor de interviewers?

| | 1x per maand | 1x per kwartaal | 1x per half jaar | 1x per jaar | Alleen tijdens training | Helemaal niet |
|----------------------|--------------|-----------------|------------------|-------------|-------------------------|---------------|
| Door de regiomanager | | | | | | |
| Door het CBS | | | | | | |

Kennis van VELDWERKSTRATEGIE

Vraag 43: Op welke manier werd u op de hoogte gebracht van de veldwerkstrategie? (meerdere antwoorden mogelijk)

- a) via een (basis)training
- b) via de regiomanager
- c) via een schriftelijke instructie
- d) via e-learning
- e) via werkoverleg
- f) via collegiale coaches
- g) niet

- h) anders, namelijk: ...

Vraag 44: In welke mate denkt u dat u de veldwerkstrategie beheerst?

- a) Ik beheers de veldwerkstrategie goed.
- b) Ik beheers de veldwerkstrategie redelijk goed.
- c) Ik beheers de veldwerkstrategie een beetje.
- d) Ik beheers de veldwerkstrategie helemaal niet.

Vraag 45: Hoeveel dagen na het verzenden van de aanschrijfbrief moet u bij het adres langs?

- a) drie à vijf dagen
- b) zes à zeven dagen
- c) acht à negen dagen
- d) tien à elf dagen
- e) anders, namelijk: ...

Vraag 46: In welke periode moeten alle adressen voor de eerste keer bezocht worden?

- a) binnen de eerste week van de veldwerkperiode
- b) binnen de eerste twee weken van de veldwerkperiode
- c) binnen de eerste drie weken van de veldwerkperiode

Vraag 47: Hoe vaak moet u een adres bezoeken bij geen contact, als er geen afspraak is gemaakt?

- a) maximaal zes keer
- b) zes keer
- c) minimaal zes keer
- d) anders, namelijk:

Vraag 48: Na welk vergeefs bezoek mag een respondent telefonisch benaderd worden?

- a) na het eerste bezoek
- b) na het tweede bezoek
- c) na het derde bezoek
- d) na het vierde bezoek
- e) anders, namelijk: ...

Vraag 49: In het begin van de veldwerkperiode moet u een van de eerste twee bezoeken op voorkeurstijd afleggen. Maar welk bezoek wordt hier precies bedoelt?

- a) het eerste bezoek moet op voorkeurstijdstip
- b) het tweede bezoek moet op voorkeurstijdstip
- c) het eerste **OF** het tweede bezoek moet op voorkeurstijdstip
- d) het eerste **EN** het tweede bezoek moeten op voorkeurstijdstip

Vraag 50: Wat wordt eigenlijk verstaan onder ‘voorkeurstijdstip’?

Vraag 51: Bezoeken moeten goed gespreid worden. Welke van de onderstaande bezoekpatronen vindt u ‘goed gespreid’?

| | Ja | Nee |
|-------------------------------------|----|-----|
| Maandag 9:30 uur, maandag 11:30 uur | | |
| Maandag 9:30 uur, maandag 14 uur | | |
| Maandag 14 uur, maandag 18 uur | | |
| Maandag 18 uur, maandag 20 uur | | |
| Maandag 9:30 uur, dinsdag 14 uur | | |
| Maandag 9:30 uur, dinsdag 18 uur | | |
| Maandag 18 uur, dinsdag 18 uur | | |

Vraag 52: De veldwerkstrategie schrijft voor dat het eerste of het tweede bezoek op een voorkeurstijd plaats moet vinden. In hoeverre bent u het eens met deze regel?

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 53: In welke mate voelt u zich verplicht om de regel op te volgen?

- a) Ik voel mij helemaal niet verplicht.
- b) Ik voel mij een beetje verplicht.
- c) Ik voel mij heel erg verplicht.

Vraag 54: Hoe omschrijft u de invloed van bezoeken in de avonden op de volgende aspecten?

| | Ze positief | Enigszins positief | Neutraal | Enigszins negatief | Ze negatief |
|---------------------------|----------------|-----------------------|----------|-----------------------|----------------|
| % contacten | | | | | |
| % weigeringen | | | | | |
| Reistijd | | | | | |
| Reiskosten | | | | | |
| Aantal benodigde bezoeken | | | | | |
| Privéleven | | | | | |
| Anders, namelijk: | | | | | |

Vraag 55: Hoe omschrijft u de invloed van bezoeken op zaterdag op de volgende aspecten?

| | Ze positief | Enigszins positief | Neutraal | Enigszins negatief | Ze negatief |
|---------------------------|----------------|-----------------------|----------|-----------------------|----------------|
| % contacten | | | | | |
| % weigeringen | | | | | |
| Reistijd | | | | | |
| Reiskosten | | | | | |
| Aantal benodigde bezoeken | | | | | |
| Privéleven | | | | | |
| Anders, namelijk: | | | | | |

Vraag 56: De veldwerkstrategie schrijft voor dat u na elk vergeefs bezoek het toepasselijke bezoekkaartje in de bus moet doen. In hoeverre bent u het eens met deze regel?

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 57: In welke mate voelt u zich verplicht om deze regel te volgen?

- a) Ik voel mij helemaal niet verplicht.
- b) Ik voel mij een beetje verplicht.
- c) Ik voel mij heel erg verplicht.

Vraag 58: Hoe omschrijft u de invloed van deze regel op de volgende aspecten?

| | Ze positief | Enigszins positief | Neutraal | Enigszins negatief | Ze negatief |
|---------------------------|----------------|-----------------------|----------|-----------------------|----------------|
| % contacten | | | | | |
| % weigeringen | | | | | |
| Reistijd | | | | | |
| Reiskosten | | | | | |
| Aantal benodigde bezoeken | | | | | |
| Privéleven | | | | | |
| Anders, namelijk: | | | | | |

Vraag 59: Wat is uw mening over het eerste bezoekkaartje?

- a) Positief
- b) Neutraal
- c) Negatief

Vraag 60: Zou u iets aan het kaartje of aan het gebruik ervan willen veranderen?

- a) Nee
- b) Ik wil het niet gebruiken.
- c) Ik wil er informatie over mezelf op kunnen zetten.
- d) Anders, namelijk....

Vraag 61: Wat is uw mening over het tweede bezoekaartje?

- a) Positief
- b) Neutraal
- c) Negatief

Vraag 62: Zou u iets aan het kaartje of aan het gebruik ervan willen veranderen?

- a) Nee
- b) Ik wil het eerder kunnen inzetten.
- c) Ik wil het niet gebruiken.
- d) Ik wil er informatie over mezelf op kunnen zetten.
- e) Anders, namelijk.....

Vraag 63: Wat is uw mening over het derde bezoekaartje?

- a) Positief
- b) Neutraal
- c) Negatief

Vraag 64: Zou u iets aan het kaartje of aan het gebruik ervan willen veranderen?

- a) Nee
- b) Ik wil het eerder kunnen inzetten.
- c) Ik wil het niet gebruiken.
- d) Ik wil er informatie over mezelf op kunnen zetten.
- e) Anders, namelijk.....

Vraag 65: De veldwerkstrategie schrijft voor dat bezoeken gespreid moeten worden over dagen en tijden. In hoeverre bent u het eens met deze regel?

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 66: In welke mate voelt u zich verplicht om deze regel op te volgen?

- a) Ik voel mij helemaal niet verplicht.
- b) Ik voel mij een beetje verplicht.
- c) Ik voel mij heel erg verplicht.

Vraag 67: Hoe omschrijft u de invloed van deze regel op de volgende aspecten?

| | Ze positief | Enigszins positief | Neutraal | Enigszins negatief | Ze negatief |
|---------------------------|----------------|-----------------------|----------|-----------------------|----------------|
| % contacten | | | | | |
| % weigeringen | | | | | |
| Reistijd | | | | | |
| Reiskosten | | | | | |
| Aantal benodigde bezoeken | | | | | |
| Privéleven | | | | | |
| Anders, namelijk: | | | | | |

Vraag 68: In welke mate lukt het in de praktijk om over dagen en tijden te spreiden?

- a) (Bijna) altijd
- b) Meestal
- c) Soms
- d) Meestal niet
- e) (Bijna) nooit

Vraag 69: Zijn er redenen waardoor het spreiden niet (altijd) lukt?

- a) Het is lastig te plannen in samenhang met de andere adressen.
- b) Als ik in de buurt ben, ga ik toch even langs, ook al is het op eenzelfde dag als een eerder bezoek.
- c) Het is lastig bij te houden wanneer een volgend bezoek zou moeten plaatsvinden.
- d) Anders, namelijk:

Vraag 70: Het is mogelijk om een tool te ontwikkelen die interviewers helpt bij het plannen van bezoeken, om een optimale benadering van adressen te realiseren. Denkt u dat een dergelijke tool u kan helpen bij het plannen van uw bezoeken?

- a) Ja, in grote mate
- b) Ja, in enige mate
- c) Nee

Vraag 71: De veldwerkstrategie schrijft voor dat een adres zes maal bezocht moet worden als er nog geen eindresultaat bereikt is (zeven maal indien in het zesde bezoek een afspraak is gemaakt). In hoeverre bent u het eens met deze regel?

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 72: In welke mate voelt u zich verplicht om deze regel te volgen?

- a) Ik voel mij helemaal niet verplicht.
- b) Ik voel mij een beetje verplicht.
- c) Ik voel mij heel erg verplicht.

Vraag 73: Hoe omschrijft u de invloed van deze regel op de volgende aspecten?

| | Ze er positief | Enigszins positief | Neutraal | Enigszins negatief | Ze er negatief |
|---------------------------|----------------------|-----------------------|----------|-----------------------|----------------------|
| % contacten | | | | | |
| % weigeringen | | | | | |
| Reistijd | | | | | |
| Reiskosten | | | | | |
| Aantal benodigde bezoeken | | | | | |
| Privéleven | | | | | |
| Anders, namelijk: | | | | | |

Vraag 74: Wat zijn redenen waarom u niet zes keer bezoekt bij non-contact? (Meerdere antwoorden mogelijk)

- a) N.v.t., ik bezoek altijd zes keer.
- b) Als ik van anderen hoor dat bewoners afwezig zijn gedurende de veldwerkperiode.
- c) Als ik vermoed dat het huis leegstaat.
- d) Als het adres ver uit de buurt ligt.
- e) Als ik denk dat het toch een weigering wordt.
- f) Als ik het adres niet kan bereiken door portier/intercom/hek
- g) Anders, namelijk:

In hoeverre bent u het eens met de volgende stellingen:

Vraag 75: Ik volg de veldwerkstrategie omdat men afwijkingen van de strategie eenvoudig kan opsporen.

- a) Helemaal mee eens.
- b) Mee eens.
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 76: Ik volg de veldwerkstrategie omdat het CBS dit van mij verwacht.

- a) Helemaal mee eens.
- b) Mee eens.
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 77: Ik volg de veldwerkstrategie omdat mijn regiomanager het belangrijk vindt dat de interviewers de strategie volgen.

- a) Helemaal mee eens.
- b) Mee eens.
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 78: Ik volg de veldwerkstrategie omdat de interviewers binnen een regio elkaar op het volgen van de veldwerkstrategie aanspreken.

- a) Helemaal mee eens.
- b) Mee eens.
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 79: Ik volg de veldwerkstrategie omdat ik het zo tijdens de training geleerd heb.

- a) Helemaal mee eens.
- b) Mee eens.
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 80: Ik volg de veldwerkstrategie omdat ik zo betere resultaten haal.

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 81: Ik volg de veldwerkstrategie omdat ik een slechte beoordeling wil voorkomen.

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 82: Ik volg de veldwerkstrategie omdat het mij minder bezoeken en minder reistijd kost.

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 83: Ik volg de veldwerkstrategie omdat ik mijn werk altijd goed wil doen.

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Vraag 84: De veldwerkstrategie is ontworpen om zo snel en efficiënt mogelijk een zo hoog mogelijk respons te krijgen. In hoeverre bent u het eens met de samenstellers dat de strategie daarin slaagt?

- a) Helemaal mee eens
- b) Mee eens
- c) Niet eens, niet oneens
- d) Mee oneens
- e) Helemaal mee oneens

Persoonlijke invulling

Vraag 85: Waaraan besteedt u afgezien van ontspanning doorgaans de meeste tijd? Aan:

- a) Betaald werk
- b) Zorg voor gezin / huishoudelijk werk
- c) Opleiding of studie
- d) Vrijwilligerswerk
- e) Anders, namelijk:

Vraag 86: Waar streeft u naar in uw werk als interviewer (geef het belangrijkste punt aan)?

- a) Een zo hoog mogelijk contactpercentage
- b) Een zo laag mogelijk weigeringspercentage
- c) Zo min mogelijk kosten maken
- d) Anders, namelijk:

Vraag 87: Hoe belangrijk zijn volgens u de volgende aspecten voor *een zo hoog mogelijk contactpercentage*, voor *zo min mogelijk weigeringen* en voor *zo min mogelijke kosten* op een schaal van 1 tot 10? Het cijfer 1 is gelijk aan 'niet heel belangrijk', het cijfer 10 aan 'heel belangrijk'.

| | Hoog contact | Weinig weigeringen | Lage kosten |
|--|--------------|--------------------|-------------|
| Gebruik kaartje 1 | | | |
| Gebruik kaartje 2 | | | |
| Gebruik kaartje 3 | | | |
| Gebruik van een aanschrijfbrief | | | |
| Gebruik van een informatiefolder | | | |
| Telefonisch benaderen na 3 vergeefse bezoeken | | | |
| Bezoeken in de avond | | | |
| Bezoeken in het weekend | | | |
| Spreiden over dagen | | | |
| Spreiden over dagdelen | | | |
| 1 ^e bezoek in 1 ^e helft veldwerkperiode afleggen | | | |
| Zes keer bezoeken bij geen contact | | | |
| Verkeningsbezoek afleggen | | | |
| Afspraak maken in plaats van direct interviewen | | | |

Vraag 88: In hoeveel procent van alle gevallen denkt u dat u de volgende onderdelen toepast?

- a) Spreiding over dagen
- b) Spreiding over dagdelen
- c) Spreiden over veldwerkperiode
- d) Een van de eerste twee bezoeken in de avond
- e) Een van de eerste twee bezoeken in het weekend
- f) Gebruik van 1^e kaartje na het eerste vergeefse bezoek
- g) Gebruik van 2^e kaartje na het tweede vergeefse bezoek
- h) Gebruik van 3^e kaartje na het derde vergeefse bezoek
- i) Gebruik van 3^e kaartje op een ander tijdstip dan na het derde vergeefse bezoek
- j) Telefonisch contact opnemen na drie vergeefse bezoeken
- k) Zes bezoeken bij non-contact
- l) Een afspraak maken bij eerste contact

Bezoekenverantwoording

Vraag 89: Komt het voor dat u meer bezoeken aflegt dan u verantwoordt in het adminblok?

- 1. Ja, regelmatig → 104
- 2. Ja, soms → 104
- 3. Nee, zelden of nooit → 106

Vraag 90: Hoe vaak gebeurt dat?

- 1. bij de meeste adressen
- 2. bij een flink aantal adressen per maand
- 3. bij één of twee adressen per maand
- 4. niet in elke maand, maar wel een paar keer per jaar
- 5. anders, namelijk

Vraag 91: Waarom verantwoordt u niet alle bezoeken?

- 1. Als ik toch langsrijd en even aanbel vind ik dat geen echt bezoek
- 2. Ik vind zes bezoeken niet genoeg
- 3. Ik kan niet alle bezoeken onthouden
- 4. Het is vervelend om steeds het adminblok te openen
- 5. Anders, namelijk

Vraag 92: Komt het voor dat u vaker telefonisch contact probeert te maken met een respondent dan u verantwoordt?

- 1. Ja, regelmatig → volgende
- 2. Ja, soms → volgende
- 3. Nee, zelden of nooit → daarop volgende

Vraag 93: Hoe vaak gebeurt dat?

- 1. bij de meeste adressen (waarmee ik telefonisch contact opneem)
- 2. bij een flink aantal adressen per maand
- 3. bij één of twee adressen per maand
- 4. niet in elke maand, maar wel een paar keer per jaar
- 5. anders, namelijk

Vraag 94: Waarom verantwoordt u niet alle telefonische contacten?

1. Ik vind het aantal mogelijk te verantwoorden contacten te weinig
2. Ik kan niet alle contactpogingen onthouden
3. Het is vervelend om steeds het adminblok te openen
4. Anders, namelijk

Vraag 95: Hoe nauwkeurig denkt u dat u het adminblok in zijn algemeenheid invult?

1. (bijna) 100% nauwkeurig
2. 90-100% nauwkeurig
3. 80-90% nauwkeurig
4. Minder dan 80% nauwkeurig

Appendix 6: Interviewer fiche, round 6 (NL/FR)

Fiche Interviewer - ESS Ronde 6

1. Naam :
2. Leeftijd :
3. Geslacht : M / V
4. Opleidingsniveau: ☐ < Hoger Secundair onderwijs
☐ Hoger Secundair onderwijs
☐ Niet-universitair hoger onderwijs
☐ Universitair onderwijs
5. Hoe lang bent u werkzaam als interviewer? ☐ Minder dan 1 jaar
☐ 1 – 2 jaar
☐ 2 – 5 jaar
☐ 5 – 10 jaar
☐ meer dan 10 jaar
6. Verricht u naast uw werk als interviewer nog andere betaalde werkzaamheden? Ja / Nee
Zo ja, voor hoeveel uur in de week?
7. Hoe beoordeelt u de betaling voor uw interviewwerk?
☐ Ik vind dit een goede beloning voor de gevraagde werkzaamheden
☐ Ik vind dit een redelijke beloning voor de gevraagde werkzaamheden
☐ Ik vind dit aan de lage kant voor de gevraagde werkzaamheden
☐ Ik vind dit duidelijk te weinig voor de gevraagde werkzaamheden
8. Heeft u reeds meegewerkt aan rondes van de European Social Survey? Ja / Nee
Zo ja, welke?: ☐ ronde 1 in 2002
☐ ronde 2 in 2004
☐ ronde 3 in 2006
☐ ronde 4 in 2008
☐ ronde 5 in 2010
9. Heeft u reeds meegewerkt aan andere surveys in opdracht van universiteiten of overheidsinstellingen? Ja / Nee
Zo ja, welke:
.....

10. Heeft u ervaring met andere face-to-face interviews? Ja / Nee

Zo ja, waarover gingen deze interviews?:

.....

.....

11. Aan hoeveel trainingen omtrent interviewen heeft u eerder reeds deelgenomen?

.....

Door wie werden deze gegeven en hoe lang duurde die training(en)?

.....

.....

.....

12. Hoe beoordeelt u, op basis van uw ervaring, de mate waarin (eender welke) respondenten te overtuigen zijn?

- ☐ Heel gemakkelijk om iemand te overtuigen
- ☐ Eerder gemakkelijk om iemand te overtuigen
- ☐ Eerder moeilijk om iemand te overtuigen
- ☐ Heel moeilijk om iemand te overtuigen

13. Gemiddeld genomen, hoeveel procent van de door u gecontacteerde respondenten neemt deel?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

14. Hoeveel procent van de door u gecontacteerde respondenten denkt u zal deelnemen aan het ESS?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

15. In welke situatie zou u 's avonds na 17 uur bezoeken?

- ☐ Nooit na 17u
- ☐ Meteen bij het eerste bezoek
- ☐ Na een vergeefs bezoek overdag
- ☐ Na twee vergeefse bezoeken overdag
- ☐ Na drie vergeefse bezoeken overdag
- ☐ Zoveel mogelijk

16. In welke situatie zou u op zaterdag bezoeken?

- ☐ Nooit op een zaterdag
- ☐ Meteen bij het eerste bezoek
- ☐ Na een vergeefs bezoek door de week
- ☐ Na twee vergeefse bezoeken door de week
- ☐ Na drie vergeefse bezoeken door de week
- ☐ Zoveel mogelijk

17. Hoe belangrijk zijn volgens u de volgende aspecten voor een zo hoog mogelijk contactpercentage, voor zo min mogelijk weigeringen en voor zo min mogelijke kosten? Geef voor onderstaande aspecten een score op een schaal van 1 tot 10, waarbij 1 gelijk is aan 'niet belangrijk' en 10 aan 'heel belangrijk'.

| | Hoog contact- percentage | Weinig weigeringen | Lage kosten |
|---|-----------------------------|-----------------------|----------------|
| Tonen van identificatie | | | |
| Gebruik van een introductiebrief | | | |
| Gebruik van een informatiefolder | | | |
| Bezoeken in de avond | | | |
| Bezoeken in het weekend | | | |
| Spreiden over dagen | | | |
| Spreiden over dagdelen | | | |
| Vier keer bezoeken bij geen contact | | | |
| Afspraak maken in plaats van direct interviewen | | | |

Denk bij de volgende vragen aan projecten waaraan u al heeft meegewerkt als interviewer.

18. Hoe ervaart u in het algemeen de omgang met respondenten en non-respondenten?

- ☐ Als zeer positief
- ☐ Als enigszins positief
- ☐ Als neutraal
- ☐ Als enigszins negatief
- ☐ Als zeer negatief

19. Waar ziet u verbeterpunten voor uzelf als interviewer? Geef maximaal drie aspecten aan en geef ze een score van 1 tot 3 waarbij 1 uw belangrijkste verbeterpunt is.

- ☐ Planning van bezoeken en afspraken
- ☐ Verminderen van non-contact
- ☐ Afgehandelde bezoeken administratief verwerken
- ☐ Respondenten overhalen om mee te doen aan een enquête
- ☐ Bij onduidelijke antwoorden minder interpreteren of sturen, maar beter doorvragen
- ☐ Objectief blijven en mij niet laten beïnvloeden door de situatie
- ☐ Inhoudelijke kennis van de enquêtes en onderzoeken
- ☐ Mijn vaardigheden met de laptop
- ☐ Anders, namelijk:

20. Waar streeft u naar in uw werk als interviewer (geef het belangrijkste punt aan)?

- ☐ Een zo hoog mogelijk contactpercentage
- ☐ Een zo laag mogelijk weigeringspercentage
- ☐ Zo min mogelijk kosten maken
- ☐ Anders, namelijk:

Fiche Interviewer - ESS 6ième vague

1. Nom :

2. Âge :

3. Sexe : H / F

4. Diplôme le plus élevé obtenu :

- ☐ N'a pas achevé l'enseignement secondaire supérieur
- ☐ Secondaire supérieur
- ☐ Supérieur non universitaire
- ☐ Universitaire

5. Depuis combien de temps travaillez-vous comme enquêteur ?

- ☐ Moins d'un an
- ☐ Entre 1 et 2 ans
- ☐ Plus de 2 ans jusqu'à 5 ans
- ☐ Plus de 5 ans jusqu'à 10 ans
- ☐ Plus de 10 ans

6. En dehors de votre travail comme enquêteur, avez-vous des autres activités professionnelles?
Oui / Non

Si oui, combien d'heures par semaine?

7. Comment évaluez-vous le paiement de votre travail comme intervieweur?

- ☐ Je pense que c'est bien payé pour le travail demandé
- ☐ Je pense que c'est raisonnablement payé pour le travail demandé
- ☐ Je pense que c'est plutôt insuffisant pour le travail demandé
- ☐ Je pense que c'est nettement insuffisant pour le travail demandé

8. Avez-vous déjà participé, comme enquêteur, à d'autres vagues de l'Enquête Sociale Européenne ? Oui / Non

Si oui, lesquels?:

- ☐ Vague 1 en 2002
- ☐ Vague 2 en 2004
- ☐ Vague 3 en 2006
- ☐ Vague 4 en 2008
- ☐ Vague 5 en 2010

9. Avez-vous déjà participé comme enquêteur à d'autres enquêtes commanditées par les universités ou les institutions gouvernementales? Oui / Non

Si oui, lesquelles?:

.....

10. Avez-vous d'autres références avec des enquêtes en face-à-face? Oui / Non

Si oui, quel sujet avaient ces enquêtes?:

.....

.....

11. À combien de formations au sujet des enquêtes par sondage avez-vous déjà participé ?

.....

Par qui étaient-elles données et quelle était la durée de cette/ces formation(s)?

.....

.....

.....

12. A votre avis, sur la base de votre expérience, est-il facile d'obtenir des réponses à une enquête ?

- ☐ Très facile
- ☐ Assez facile
- ☐ Plutôt difficile
- ☐ Très difficile

13. En général, quel est la proportion des personnes que vous contactez qui acceptent de répondre à une enquête ?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

14. A votre avis, quelle serait le pourcentage des personnes que vous contactez qui accepteraient de répondre à l'ESS ?

- ☐ < 40%
- ☐ 40 - 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

15. Dans quelle situation vous rendez-vous chez des personnes à interroger après 17 heures ?

- ☐ Jamais après 17h
- ☐ Dès la première visite
- ☐ Après une visite infructueuse pendant la journée
- ☐ Après deux visites infructueuses pendant la journée
- ☐ Après trois visites infructueuses pendant la journée
- ☐ Autant que possible

16. Dans quelle situation vous rendez-vous chez des personnes à interroger le samedi?

- ☐ Jamais un samedi
- ☐ Dès la première visite
- ☐ Après une visite infructueuse pendant la semaine
- ☐ Après deux visites infructueuses pendant la semaine
- ☐ Après trois visites infructueuses pendant la semaine
- ☐ Autant que possible

17. Quelle importance ont, selon vous, les éléments suivants pour obtenir un taux de réponse élevé, pour minimiser les refus et pour minimiser les coûts? Donnez un score sur les aspects suivants sur une échelle de 1 à 10, où 1 signifie "pas important" et 10 "très important".

| | Taux de réponse élevé | Peu de refus | Des coûts réduits |
|---|-----------------------|--------------|-------------------|
| Montrer une carte d'identification | | | |
| L'utilisation d'une lettre d'introduction | | | |
| L'utilisation d'une brochure d'information | | | |
| Des visites dans la soirée | | | |
| Des visites dans le week-end | | | |
| Varier les jours de visite | | | |
| Varier les heures de visite | | | |
| Quatre visites si pas de contact | | | |
| Donner un rendez-vous au lieu d'interviewer directement | | | |

Répondez aux questions suivantes sur la base de votre expérience passée comme enquêteur

18. Quelle est, en général, votre appréciation de la relation avec les répondants et les non-répondants ?

- ☐ Très positif
- ☐ Plutôt positif
- ☐ Neutre
- ☐ Plutôt négative
- ☐ Très négative

19. Que pensez vous qu'il faudrait améliorer dans votre travail d'enquêteur ? Marquez au maximum trois éléments et donner leur un score de 1 à 3, où 1 est le point d'amélioration le plus important.

- ☐ Organisation des visites et des rendez-vous
- ☐ Réduire les non-contacts
- ☐ Bien documenter toutes les visites ou tentatives de visites accomplies
- ☐ Persuader les répondants à participer
- ☐ Ne pas interpréter ou diriger les réponses imprécises et reposer la question.
- ☐ Rester neutre et ne pas se laisser influencer par la situation
- ☐ Connaissance du contenu des sondages et des études
- ☐ Mes compétences avec l'ordinateur portable
- ☐ Autres, c'est-à-dire:

20. Qu'est-ce que vous visez dans votre travail comme intervieweur (donner le point principal)?

- Un taux de contact le plus élevé possible
- Un taux de refus le plus bas possible
- Limiter les coûts le plus possible
- Autres, c'est-à-dire:

Appendix 7: Interviewer fiche, round 7 (NL/FR)

Fiche Interviewer - ESS Ronde 7

1. Naam :

2. Leeftijd :

3. Geslacht : M / V

4. Opleidingsniveau: ☐ < Hoger Secundair onderwijs
☐ Hoger Secundair onderwijs
☐ Niet-universitair hoger onderwijs
☐ Universitair onderwijs

5. Hoe lang bent u werkzaam als interviewer? ☐ Minder dan 1 jaar
☐ 1 – 2 jaar
☐ 2 – 5 jaar
☐ 5 – 10 jaar
☐ meer dan 10 jaar

6. Verricht u naast uw werk als interviewer nog andere betaalde werkzaamheden? Ja / Nee

Zo ja, voor hoeveel uur in de week?

7. Hoe beoordeelt u de betaling voor uw interviewwerk in het algemeen?

- ☐ Ik vind dit een goede beloning voor de gevraagde werkzaamheden
- ☐ Ik vind dit een redelijke beloning voor de gevraagde werkzaamheden
- ☐ Ik vind dit aan de lage kant voor de gevraagde werkzaamheden
- ☐ Ik vind dit duidelijk te weinig voor de gevraagde werkzaamheden

8. Heeft u reeds meegewerkt aan rondes van de European Social Survey? Ja / Nee

Zo ja, welke?: ☐ ronde 1 in 2002
☐ ronde 2 in 2004
☐ ronde 3 in 2006
☐ ronde 4 in 2008
☐ ronde 5 in 2010
☐ ronde 6 in 2012

9. Heeft u reeds meegewerkt aan andere surveys in opdracht van universiteiten of overheidsinstellingen in de afgelopen 2 jaar? Ja / Nee

Zo ja, welke:
.....

10. Heeft u ervaring met andere face-to-face interviews in opdracht van niet-universitaire of overheidsinstellingen in de afgelopen 2 jaar? Ja / Nee

Zo ja, waarover gingen deze interviews?:
.....

11. Sinds u begonnen bent als interviewer, heeft u ooit deelgenomen aan een algemene interviewertraining¹ die langer dan 1 dag (of 2 dagdelen) duurde? Ja / Nee

12. Aan hoeveel algemene interviewertrainingen heeft u deelgenomen in de afgelopen 2 jaar?

| | | |
|--|--|--|
| | | |
|--|--|--|

13. Aan hoeveel projectspecifieke trainingen heeft u deelgenomen in de afgelopen 2 jaar?

| | | |
|--|--|--|
| | | |
|--|--|--|

14. Hoe beoordeelt u, op basis van uw ervaring, de mate waarin (eender welke) respondenten te overtuigen zijn?

- ☐ Heel gemakkelijk om iemand te overtuigen
- ☐ Eerder gemakkelijk om iemand te overtuigen
- ☐ Eerder moeilijk om iemand te overtuigen
- ☐ Heel moeilijk om iemand te overtuigen

15. Gemiddeld genomen, hoeveel procent van de door u gecontacteerde respondenten neemt deel?

- ☐ < 30%
- ☐ 30 – 35%
- ☐ 35 – 40%
- ☐ 40 – 45%
- ☐ 45 – 50%
- ☐ 50 – 55%
- ☐ 55 – 60%
- ☐ 60 – 65%
- ☐ 65 – 70%
- ☐ > 70%

16. Hoeveel procent van de door u gecontacteerde respondenten denkt u zal deelnemen aan het ESS?

- ☐ < 30%
- ☐ 30 – 35%
- ☐ 35 – 40%
- ☐ 40 – 45%
- ☐ 45 – 55%
- ☐ 50 – 55%
- ☐ 55 – 60%
- ☐ 60 – 65%
- ☐ 65 – 70%
- ☐ > 70%

¹ Met een algemene interviewertraining bedoelen we een training die qua inhoud niet onmiddellijk gerelateerd is aan een specifiek project

17. Welk belang hecht u aan de volgende aspecten om een zo hoog mogelijk contactpercentage te bekomen? Geef voor de onderstaande aspecten een score op een schaal van 0 tot 10, waarbij 0 gelijk is aan 'niet belangrijk' en 10 aan 'heel belangrijk'

| | <i>Niet belangrijk</i> | | | | | <i>Heel belangrijk</i> | | | | | |
|---|----------------------------|----|----|----|----|----------------------------|----|----|----|----|----|
| Bezoeken in de avond | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Bezoeken in het weekend | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Bezoeken spreiden over dagen | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Bezoeken spreiden over dagdelen | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Minstens vier bezoeken bij geen contact | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |

18. Welk belang hecht u aan de volgende aspecten om zo weinig mogelijk weigeringen te bekomen? Geef voor de onderstaande aspecten een score op een schaal van 0 tot 10, waarbij 0 gelijk is aan 'niet belangrijk' en 10 aan 'heel belangrijk'

| | <i>Niet belangrijk</i> | | | | | <i>Heel belangrijk</i> | | | | | |
|--|----------------------------|----|----|----|----|----------------------------|----|----|----|----|----|
| Tonen van identificatie | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Gebruik van introductiebrief | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Gebruik van informatiefolder | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Afspraak maken in plaats van direct interview te willen afnemen | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |

Denk bij de volgende vragen aan projecten waaraan u al heeft meegewerkt als interviewer.

19. Hoe ervaart u in het algemeen de omgang met respondenten en non-respondenten?

- ☐ Als zeer positief
- ☐ Als enigszins positief
- ☐ Als neutraal
- ☐ Als enigszins negatief
- ☐ Als zeer negatief

20. Waar ziet u verbeterpunten voor uzelf als interviewer? Geef maximaal drie aspecten aan en geef ze een score van 1 tot 3 waarbij 1 uw belangrijkste verbeterpunt is.

- ☐ Planning van bezoeken en afspraken
- ☐ Verminderen van non-contact
- ☐ Afgehandelde bezoeken administratief verwerken
- ☐ Respondenten overhalen om mee te doen aan een enquête
- ☐ Bij onduidelijke antwoorden minder interpreteren of sturen, maar beter doorvragen
- ☐ Objectief blijven en mij niet laten beïnvloeden door de situatie
- ☐ Inhoudelijke kennis van de enquêtes en onderzoeken
- ☐ Mijn vaardigheden met de laptop/tablet
- ☐ Anders, namelijk:

Fiche Interviewer - ESS 7ième vague

1. Nom :

2. Âge :

3. Sexe : H / F

4. Diplôme le plus élevé obtenu :

- ☐ N'a pas achevé l'enseignement secondaire supérieur
- ☐ Secondaire supérieur
- ☐ Supérieur non universitaire
- ☐ Universitaire

5. Depuis combien de temps travaillez-vous comme enquêteur ?

- ☐ Moins d'un an
- ☐ Entre 1 et 2 ans
- ☐ Plus de 2 ans jusqu'à 5 ans
- ☐ Plus de 5 ans jusqu'à 10 ans
- ☐ Plus de 10 ans

6. En dehors de votre travail comme enquêteur, avez-vous des autres activités professionnelles? Oui / Non

Si oui, combien d'heures par semaine?

7. Comment évaluez-vous le paiement de votre travail comme intervieweur?

- ☐ Je pense que c'est bien payé pour le travail demandé
- ☐ Je pense que c'est raisonnablement payé pour le travail demandé
- ☐ Je pense que c'est plutôt insuffisant pour le travail demandé
- ☐ Je pense que c'est nettement insuffisant pour le travail demandé

8. Avez-vous déjà participé, comme enquêteur, à d'autres vagues de l'Enquête Sociale Européenne ? Oui / Non

Si oui, lesquels?:

- ☐ Vague 1 en 2002
- ☐ Vague 2 en 2004
- ☐ Vague 3 en 2006
- ☐ Vague 4 en 2008
- ☐ Vague 5 en 2010
- ☐ Vague 6 en 2012

9. Durant les deux années écoulées, avez-vous déjà collaboré dans le cadre d'autres enquêtes commandées par une institution universitaire ou gouvernementale? Oui / Non

Si oui, lesquelles?:

.....

10. Durant les deux années écoulées, avez-vous déjà fait l'expérience d' interviews en face à face dans le cadre d'autres enquêtes commandées par une institution ni universitaire ni gouvernementale? Oui / Non

Si oui, quel sujet avaient ces enquêtes?:

.....

.....

11. Depuis que vous êtes enquêteurs, avez-vous participé à une formation générale d'enquêteur² qui a duré plus d'une journée (ou 2 demi-journées)? Oui / Non

12. A combien de formations générales d'enquêteur avez-vous participés durant les 2 années écoulées?

| | | |
|--|--|--|
| | | |
|--|--|--|

13. A combien de formations spécifiques au projet avez-vous participés durant les 2 années écoulées?

| | | |
|--|--|--|
| | | |
|--|--|--|

14. A votre avis, sur la base de votre expérience, est-il facile d'obtenir des réponses à une enquête ?

- ☐ Très facile
- ☐ Assez facile
- ☐ Plutôt difficile
- ☐ Très difficile

15. En général, quel est la proportion des personnes que vous contactez qui acceptent de répondre à une enquête ?

- ☐ < 30%
- ☐ 30 – 35%
- ☐ 35 – 40%
- ☐ 40 – 45%
- ☐ 45 – 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

² Une 'formation générale d'enquêteur' signifie une formation dont le contenu n'est pas directement lié à un projet spécifique.

16. A votre avis, quelle serait le pourcentage des personnes que vous contactez qui accepteraient de répondre à l'ESS ?

- ☐ < 30%
- ☐ 30 – 35%
- ☐ 35 – 40%
- ☐ 40 – 45%
- ☐ 45 – 50%
- ☐ 50 - 55%
- ☐ 55 - 60%
- ☐ 60 - 65%
- ☐ 65 - 70%
- ☐ > 70%

17. Quelle importance attachez-vous aux aspects suivants pour obtenir un pourcentage de contact aussi haut que possible? Donnez pour chacun des aspects ci-dessous un score sur une échelle de 0 à 10, pour laquelle 0 représente 'Pas important' et 10 'Très important'?

| | <i>Pas important</i> | | | | | <i>Très important</i> | | | | | |
|---|---------------------------------|----|----|----|----|----------------------------------|----|----|----|----|----|
| Des visites dans la soirée | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Des visites dans le week-end | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Varier les jours de visite | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Varier les heures de visite | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Au moins quatre visites si pas de contact | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |

18. Quelle importance attachez-vous aux aspects suivants pour obtenir aussi peu que possible de refus? Donnez pour chacun des aspects ci-dessous un score sur une échelle de 0 à 10, pour laquelle 0 représente 'Pas important' et 10 'Très important'?

| | <i>Pas important</i> | | | | | <i>Très important</i> | | | | | |
|---|---------------------------------|----|----|----|----|----------------------------------|----|----|----|----|----|
| Montrer une carte d'identification | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| L'utilisation d'une lettre d'introduction | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| L'utilisation d'une brochure d'information | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |
| Donner un rendez-vous au lieu d'interviewer directement | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 |

Répondez aux questions suivantes sur la base de votre expérience passée comme enquêteur

19. Quelle est, en général, votre appréciation de la relation avec les répondants et les non-répondants ?

- Très positif
- Plutôt positif
- Neutre
- Plutôt négative
- Très négative

20. Que pensez-vous qu'il faudrait améliorer dans votre travail d'enquêteur ? Marquez au maximum trois éléments et donner leur un score de 1 à 3, où 1 est le point d'amélioration le plus important.

- Organisation des visites et des rendez-vous
- Réduire les non-contacts
- Bien documenter toutes les visites ou tentatives de visites accomplies
- Persuader les répondants à participer
- Ne pas interpréter ou diriger les réponses imprécises et reposer la question.
- Rester neutre et ne pas me laisser pas influencer par la situation
- Connaissance du contenu des sondages et des études
- Mes compétences avec l'ordinateur portable
- Autres, c'est-à-dire:

Appendix 8: Interviewer survey, round 5 (NL/FR)

VRAGENLIJST EVALUATIE VAN HET VERLOOP VAN HET VELDWERK VOOR HET EUROPEAN SOCIAL SURVEY RONDE 5 DOOR INTERVIEWERS EN WORKLOAD

INLEIDING

Het Centrum voor Sociologisch Onderzoek (K.U.Leuven) wenst u van harte te bedanken voor uw medewerking aan de 5^{de} Ronde van het European Social Survey (ESS).

Om de kwaliteit van het survey en de organisatie van het veldwerk verder te verbeteren met het oog op de komende ESS-rondes, vragen wij graag uw medewerking aan deze korte evaluatie van het veldwerk voor ESS5.

Wij zijn ervan overtuigd dat u als interviewer aan deze korte bevraging zal meewerken. Het spreekt vanzelf dat alle gegevens vertrouwelijk verwerkt zullen worden en dat enkel het ESS onderzoeksteam van de K.U.Leuven ervan gebruik zal maken. Enkel omwille van praktische en organisatorische redenen wordt de bevraging via GfK Significant georganiseerd. De informatie zal echter niet door GfK Significant worden gebruikt.

Wij wensen te benadrukken dat deze evaluatie zeer belangrijk is voor onze evaluatie van de kwaliteit van het wetenschappelijk onderzoek. Wij vragen u dan ook met aandrang om deze vragenlijst zorgvuldig en correct in te vullen.

Het ESS onderzoeksteam
K.U.Leuven

IDENTIFICATIE VAN DE INTERVIEWER

I1 Interviewernummer bij GfK Significant _ _ _ _

I2 Leeftijd _ _

I3 Geslacht

- ☐ Man
- ☐ Vrouw

I4 Opleidingsniveau

- ☐ < Hoger Secundair onderwijs
- ☐ Hoger Secundair onderwijs
- ☐ Niet-universitair hoger onderwijs
- ☐ Universitair onderwijs

EVALUATIE VELDWERK ESS RONDE 5

De volgende vragen peilen naar uw persoonlijke evaluatie van het verloop van het veldwerk voor de 5^{de} Ronde van het ESS in vergelijking met gelijkaardig onderzoek waarvoor u hebt gewerkt in dezelfde periode.

In vergelijking met gelijkaardig onderzoek in dezelfde periode, in hoeverre vond u het moeilijk of makkelijk om voor het ESS...

| | | Heel moeilijk | | | | Heel gemakkelijk |
|----|--|------------------|---|---|---|---------------------|
| A1 | ... potentiële respondenten te contacteren? | 1 | 2 | 3 | 4 | 5 |
| A2 | ... medewerking te verkrijgen van potentiële respondenten? | 1 | 2 | 3 | 4 | 5 |
| A3 | ... het interview af te nemen bij de respondenten? | 1 | 2 | 3 | 4 | 5 |

A4 In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in dezelfde periode, in hoeverre vond u de vragenlijst van het ESS5 te kort of te lang?

Veel te kort

Veel te lang

1 2 3 4 5

A5 In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in dezelfde periode, hoe beoordeelt u de betaling voor uw interviewwerk voor het ESS5?

- ☐ Ik vind dit een goede beloning voor de gevraagde werkzaamheden
- ☐ Ik vind dit een redelijke beloning voor de gevraagde werkzaamheden
- ☐ Ik vind dit aan de lage kant voor de gevraagde werkzaamheden
- ☐ Ik vind dit duidelijk te weinig voor de gevraagde werkzaamheden
- ☐ Ik heb in dezelfde periode niet meegewerkt aan gelijkaardig onderzoek

A6 In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in dezelfde periode, hoe hebben de respondenten het ESS interview over het algemeen ervaren?

- ☐ Als zeer positief
- ☐ Als enigszins positief
- ☐ Als neutraal
- ☐ Als enigszins negatief
- ☐ Als zeer negatief
- ☐ Ik heb in dezelfde periode niet meegewerkt aan gelijkaardig onderzoek

A7 Heeft u meegewerkt aan de hercontacteringen voor het ESS?

- ☐ Ja → VRAAG A8
- ☐ Neen → GA NAAR VRAAG A9

A8 Hoe hebt u de hercontacteringsactiviteiten ervaren?

- ☐ Als zeer positief
- ☐ Als enigszins positief
- ☐ Als neutraal
- ☐ Als enigszins negatief
- ☐ Als zeer negatief

A9 Zou u in de toekomst nog willen meewerken aan het European Social Survey?

- ☐ Ik zal zeker meewerken → GA NAAR WORKLOAD INTERVIEWERS
- ☐ Ik twijfel of ik zou meewerken → VRAAG A10
- ☐ Ik zal zeker niet meewerken → VRAAG A10

A10 Waarom wenst u niet meer mee te werken of twijfelt u om mee te werken aan toekomstige rondes van het ESS?

_____ (OPEN VRAAG)

WORKLOAD INTERVIEWERS

De volgende vragen peilen naar uw persoonlijke werkbelasting tijdens het veldwerk van de 5^{de} Ronde van het European Social Survey.

S Heeft u tijdens de veldwerkperiode van ESS ronde 5 (periode 10 oktober 2010 – 6 mei 2011) interviewwerk gedaan voor **andere projecten**?

- ☐ Ja → VRAAG T
- ☐ Neen → END

T Voor hoeveel projecten heeft u tijdens de veldwerkperiode van ESS ronde 5 (periode 10 oktober 2010 – 6 mei 2011) interviewwerk gedaan?

_____ (NUMMER. VOORZIE EVENVEEL REGELS IN SCHEMA)

U Beantwoordt u zorgvuldig alle vragen voor alle projecten waaraan u tijdens deze veldwerkperiode (10 oktober 2010 – 6 mei 2011) hebt meegewerkt in het volgende schema:
ZIE ONDER

END Hartelijk bedankt voor uw medewerking!

| | Wie was de opdrachtgever voor dit project? | Was dit een project voor GfK Significant of voor een andere veldwerkorganisatie? | Startdatum van uw werkzaamheden voor dit project? | Einddatum van uw werkzaamheden voor dit project? | Hoeveel steekproefeenheden (adressen, individuen..) kreeg u ter beschikking in dit project? | Hoeveel gerealiseerde interviews zijn hieruit voortgekomen? | Wat was de gemiddelde lengte van een interview? (in minuten) | Wat was de vergoeding per interview? (in EURO) | Wat was uw algemene appreciatie het verloop van het veldwerk voor dit project? | Vond u de betaling voor dit project in verhouding met het geleverde werk beter of slechter dan het ESS project? |
|-----------|--|---|---|--|---|---|--|--|--|--|
| Project 1 | <ul style="list-style-type: none"> ○ Universiteit ○ Overheid ○ Commercieel ○ Andere (NOTEER) | <ul style="list-style-type: none"> ○ GfK Significant ○ Andere veldwerkorganisatie | __ / __ / 20__ | __ / __ / 20__ | __ 999 Weet niet | __ 999 Weet niet | __ 999 Weet niet | __ 999 Weet niet | <ul style="list-style-type: none"> ○ Zeer positief ○ Eerder positief ○ Neutraal ○ Eerder negatief ○ Zeer negatief | <ul style="list-style-type: none"> ○ De betaling was beter ○ De betaling was niet beter of niet slechter ○ De betaling was slechter |
| Project 2 | | | ... | ... | ... | ... | ... | ... | ... | |

QUESTIONNAIRE D’EVALUATION DE LA 5^{IÈME} VAGUE DE L’ENQUÊTE SOCIALE EUROPÉENNE SUR LE DEROULEMENT ET LA CHARGE DE TRAVAIL

INTRODUCTION

L’Institut des Sciences Humaines et Sociales (Université de Liège) et le Centre de Recherches Sociologiques (K.U.Leuven) tiennent à vous remercier de votre participation à la 5^{ème} vague de l’European Social Survey (ESS).

Pour améliorer davantage la qualité de l’enquête et l’organisation du travail de terrain pour les prochaines vagues de l’ESS, nous demandons votre participation à cette brève évaluation du travail de terrain pour ESS5.

Nous sommes convaincus que vous allez participer à ce petit sondage. Évidemment, toutes les données seront traitées de façon confidentielle et seules les équipes de recherche à l’Université de Liège et à la K.U.Leuven sont autorisées les utiliser. Or, pour des raisons pratiques et organisationnelles, le sondage est organisé par GfK Significant. Toutefois, les informations ne seront pas utilisées par GfK Significant.

Nous tenons à souligner que cette évaluation est très importante pour évaluer la qualité de notre recherche. Nous vous demandons cinq minutes de votre temps pour remplir ce questionnaire avec soin et correctement.

L’équipe de recherche de l’ESS
Université de Liège
Katholieke Universiteit Leuven

IDENTIFICATION DE L’ENQUÊTEUR

I1 Numéro de l’enquêteur chez GfK Significant _ _ _ _

I2 Âge _ _

I3 Sexe

- ☐ Masculin
- ☐ Féminin

I4 Diplôme le plus élevé obtenu

- ☐ N’a pas achevé l’enseignement secondaire supérieur
- ☐ Secondaire supérieur
- ☐ Supérieur non universitaire
- ☐ Universitaire

EVALUATION DU TRAVAIL SUR LE TERRAIN LORS DE LA 5^{ème} VAGUE DE L'ESS

Les questions suivantes vous permettent de donner votre évaluation personnelle du travail de terrain lors de la 5^{ème} vague de l'ESS par rapport à des sondages similaires pour lesquels vous avez travaillé dans la même période.

Dans quelle mesure les actions effectuées pour l'ESS étaient-elles facilement ou difficilement réalisables par rapport à des sondages similaires dans le même période...

| | | Très difficile | | | | Très facile |
|----|--|-------------------|---|---|---|-------------|
| A1 | ... de contacter des répondants potentiels? | 1 | 2 | 3 | 4 | 5 |
| A2 | ... de convaincre les répondants potentiels à collaborer? | 1 | 2 | 3 | 4 | 5 |
| A3 | ... de sonder les répondants? | 1 | 2 | 3 | 4 | 5 |

A4 Dans quelle mesure la liste des questions de l'ESS était-elle trop courte ou trop longue par rapport à des sondages similaires pour lesquels vous avez travaillé dans la même période?

| Beaucoup trop courte | | | | | Beaucoup trop longue |
|-------------------------|---|---|---|---|-------------------------|
| 1 | 2 | 3 | 4 | 5 | |

A5 Quelle est votre appréciation de la rémunération pour votre travail en tant qu'enquêteur de l'ESS5 par rapport à des sondages similaires pour lesquels vous avez travaillé dans la même période ?

- ☐ Je pense que c'est bien payé pour le travail demandé
- ☐ Je pense que c'est raisonnablement payé pour le travail demandé
- ☐ Je pense que c'est plutôt insuffisant pour le travail demandé
- ☐ Je pense que c'est nettement insuffisant pour le travail demandé

A6 Comment le répondant a-t-il perçu le sondage ESS en général par rapport à des sondages similaires pour lesquels vous avez travaillé dans le même période ?

- ☐ Comme très positif
- ☐ Comme plutôt positif
- ☐ Comme neutre
- ☐ Comme plutôt négatif
- ☐ Comme très négatif

A7 Avez-vous participé à des visites pour l'ESS?

- ☐ Oui → VRAAG A8
- ☐ Non → GA NAAR VRAAG A9

A8 Comment avez-vous perçu les activités autour des visites?

- ☐ Comme très positif
- ☐ Comme plutôt positif
- ☐ Comme neutre
- ☐ Comme plutôt négatif
- ☐ Comme très négatif

A9 Participeriez-vous à nouveau à des prochaines vagues de l'ESS?

- ☐ J'y participerai sans aucun doute → GA NAAR WORKLOAD INTERVIEWERS
- ☐ Je ne suis pas encore sûr si je participerai à nouveau → VRAAG A10
- ☐ Je n'y participerai plus → VRAAG A10

A10 Pourquoi est-ce que vous ne souhaitez plus participer à des prochaines vagues de l'ESS, ou pourquoi est-ce que vous hésitez?

_____ (OPEN VRAAG)

CHARGE DE TRAVAIL DES ENQUÊTEURS

Les questions suivantes ont trait à votre charge de travail personnel pendant le travail de terrain de la 5^{ème} vague de l'ESS.

S Est-ce que vous avez effectué des sondages pour d'**autres projets** pendant la période où vous avez effectué le travail de terrain pour la 5^{ème} vague de l'ESS (période 10 octobre 2010 – 6 mai 2011)?

- ☐ Oui → VRAAG Y
- ☐ Non → Einde

T Pour combien de projets vous avez effectué des sondages pendant la période de la 5^{ème} vague de l'ESS (période 10 octobre 2010 – 6 mai 2011)?

_____ (NUMMER. VOORZIE EVENVEEL REGELS IN SCHEMA)

U Répondez avec soin, dans le schéma suivant, à toutes les questions pour tout les projects que vous avez fait pendant la période où vous avez effectué le travail de terrain pour la 5^{ième} vague de l'ESS (période 10 octobre 2010 – 6 mai 2011) :
ZIE ONDER

END Nous vous remercions vivement de votre collaboration!

[illegible]

Appendix 9: Interviewer survey, round 6 (NL/FR)

VRAGENLIJST EVALUATIE VAN HET VERLOOP VAN HET VELDWERK VOOR HET EUROPEAN SOCIAL SURVEY RONDE 6 DOOR INTERVIEWERS EN WORKLOAD

INLEIDING

Het Centrum voor Sociologisch Onderzoek (KU Leuven) wenst u van harte te bedanken voor uw medewerking aan de 6^{de} Ronde van het European Social Survey (ESS).

Om de kwaliteit van het survey en de organisatie van het veldwerk verder te verbeteren met het oog op de komende ESS-rondes, vragen wij graag uw medewerking aan deze korte evaluatie van het veldwerk voor het ESS.

Wij zijn ervan overtuigd dat u als interviewer aan deze korte bevraging zal meewerken. Het spreekt vanzelf dat alle gegevens vertrouwelijk verwerkt zullen worden en dat enkel het ESS onderzoeksteam van de KU Leuven ervan gebruik zal maken. Enkel omwille van praktische en organisatorische redenen wordt de bevraging via TNS Dimarso/NID georganiseerd. De informatie zal echter niet door TNS Dimarso/NID worden gebruikt.

Wij wensen te benadrukken dat deze evaluatie zeer belangrijk is voor onze evaluatie van de kwaliteit van het wetenschappelijk onderzoek. Wij vragen u dan ook met aandrang om deze vragenlijst zorgvuldig en correct in te vullen.

Het ESS onderzoeksteam
KU Leuven

IDENTIFICATIE VAN DE INTERVIEWER

I1 Interviewnummer bij TNS Dimarso/NID _ _ _ _ _

I2 Leeftijd _ _

I3 Geslacht

- ☐ Man
- ☐ Vrouw

I4 Opleidingsniveau

- ☐ < Hoger Secundair onderwijs
- ☐ Hoger Secundair onderwijs
- ☐ Niet-universitair hoger onderwijs
- ☐ Universitair onderwijs

HOUDING VAN DE INTERVIEWER

Hoe belangrijk vindt u de volgende dingen voor uw interviewwerk?

| | | Helemaal niet belangrijk | | | | Uiterst belangrijk |
|----|---|--------------------------------|---|---|---|-----------------------|
| J1 | Dat het survey belangrijk is voor de maatschappij | 1 | 2 | 3 | 4 | 5 |
| J2 | Dat de vragen interessant zijn voor u | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| J3 | Dat de vragen duidelijk en goed ontworpen zijn | 1 | 2 | 3 | 4 | 5 |
| J4 | Dat u op regelmatige basis feedback ontvangt | 1 | 2 | 3 | 4 | 5 |
| J5 | Dat de respondent interesse toont in het survey | 1 | 2 | 3 | 4 | 5 |

Als u denkt dat de respondent een vraag niet goed begrijpt, wat doet u dan?

| | | Meestal | Soms | Zelden | Nooit |
|-----|--|---------|------|--------|-------|
| J6 | Woorden veranderen die de respondent niet lijkt te begrijpen | 1 | 2 | 3 | 4 |
| J7 | In uw eigen woorden de betekenis van een vraag proberen uit te leggen zodat de respondent het begrijpt | 1 | 2 | 3 | 4 |
| J8 | De vraag opnieuw voorlezen zonder woorden te veranderen | 1 | 2 | 3 | 4 |
| J9 | Niets, ik ga verder met de volgende vraag | 1 | 2 | 3 | 4 |
| J10 | Anders, VUL IN | 1 | 2 | 3 | 4 |

EVALUATIE VELDWERK ESS RONDE 6

De volgende vragen peilen naar uw persoonlijke evaluatie van het verloop van het veldwerk voor de 6^{de} Ronde van het ESS in vergelijking met gelijkaardig onderzoek waarvoor u hebt gewerkt in dezelfde periode.

In vergelijking met gelijkaardig onderzoek in dezelfde periode, in hoeverre vond u het moeilijk of makkelijk om voor het ESS...

| | | Heel moeilijk | | | | Heel gemakkelijk |
|----|--|------------------|---|---|---|---------------------|
| A1 | ... potentiële respondenten te contacteren? | 1 | 2 | 3 | 4 | 5 |
| A2 | ... medewerking te verkrijgen van potentiële respondenten? | 1 | 2 | 3 | 4 | 5 |

A3 ... het interview af
te nemen bij de respondenten?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

A4 In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in dezelfde periode, in hoeverre vond u de vragenlijst van het ESS6 te kort of te lang?

Veel te kort

Veel te lang

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

A5 In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in dezelfde periode, hoe beoordeelt u de betaling voor uw interviewwerk voor het ESS6?

- ☐ Ik vind dit een goede beloning voor de gevraagde werkzaamheden
- ☐ Ik vind dit een redelijke beloning voor de gevraagde werkzaamheden
- ☐ Ik vind dit aan de lage kant voor de gevraagde werkzaamheden
- ☐ Ik vind dit duidelijk te weinig voor de gevraagde werkzaamheden
- ☐ Ik heb in dezelfde periode niet meegewerkt aan gelijkaardig onderzoek

A6 In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in dezelfde periode, hoe hebben de respondenten het ESS interview over het algemeen ervaren?

- ☐ Als zeer positief
- ☐ Als enigszins positief
- ☐ Als neutraal
- ☐ Als enigszins negatief
- ☐ Als zeer negatief
- ☐ Ik heb in dezelfde periode niet meegewerkt aan gelijkaardig onderzoek

A7 Zou u in de toekomst nog willen meewerken aan het European Social Survey?

- ☐ Ik zal zeker meewerken → GA NAAR WORKLOAD INTERVIEWERS
- ☐ Ik twijfel of ik zou meewerken → VRAAG A10
- ☐ Ik zal zeker niet meewerken → VRAAG A10

A8 Waarom wenst u niet meer mee te werken of twijfelt u om mee te werken aan toekomstige rondes van het ESS?

_____ (OPEN VRAAG)

WORKLOAD INTERVIEWERS

De volgende vragen peilen naar uw persoonlijke werkbelasting tijdens het veldwerk van de 6^{de} Ronde van het European Social Survey.

S Heeft u tijdens de veldwerkperiode van ESS ronde 6 (periode 10 september 2012 – 31 december 2012) interviewwerk gedaan voor **andere projecten**?

- ☐ Ja → VRAAG T
- ☐ Neen → END

T Voor hoeveel projecten heeft u tijdens de veldwerkperiode van ESS ronde 6 (periode 10 september 2012 – 31 december 2012) interviewwerk gedaan?
_____ (NUMMER. VOORZIE EVENVEEL REGELS IN SCHEMA)

U Beantwoordt u zorgvuldig alle vragen voor alle projecten waaraan u tijdens deze veldwerkperiode (10 september 2012 – 31 december 2012) hebt meegewerkt in het volgende schema:
ZIE ONDER

END Hartelijk bedankt voor uw medewerking!

[illegible]

QUESTIONNAIRE D'ÉVALUATION DE LA 6^{IÈME} VAGUE DE L'ENQUÊTE SOCIALE EUROPÉENNE SUR LE DÉROULEMENT ET LA CHARGE DE TRAVAIL

INTRODUCTION

L'Institut des Sciences Humaines et Sociales (Université de Liège) et le Centre de Recherches Sociologiques (K.U.Leuven) tiennent à vous remercier de votre participation à la 6^{ème} vague de l'European Social Survey (ESS).

Pour améliorer encore la qualité de l'enquête et l'organisation du travail de terrain pour les prochaines vagues de l'ESS, nous demandons votre participation à cette brève évaluation du travail de terrain pour l'ESS6.

Nous vous savons convaincus de l'utilité pour votre travail futur de participer à cette évaluation. Évidemment, toutes les données seront traitées de façon confidentielle et seules les équipes de recherche à l'Université de Liège et à la K.U.Leuven sont autorisées à les utiliser. Toutefois, pour des raisons pratiques et organisationnelles, le sondage vous est transmis par TNS Dimarso. Cependant les informations ne seront pas utilisées par TNS Dimarso.

Nous tenons à souligner que cette évaluation est très importante pour nous permettre d'estimer la qualité de notre recherche. Nous vous demandons donc cinq petites minutes de votre temps pour remplir ce questionnaire avec l'attention requise.

L'équipe de recherche de l'ESS
Université de Liège
Katholieke Universiteit Leuven

IDENTIFICATION DE L'ENQUÊTEUR

I1 Numéro de l'enquêteur chez TNS Dimarso _ _ _ _ _

I2 Âge _ _

I3 Sexe

- ☐ Masculin
- ☐ Féminin

I4 Diplôme le plus élevé obtenu

- ☐ N'a pas achevé l'enseignement secondaire supérieur
- ☐ Secondaire supérieur
- ☐ Supérieur non universitaire
- ☐ Universitaire

OPINION DE L'ENQUÊTEUR

Quelle importance accordez-vous aux éléments suivants pour votre travail d'enquête?

| | | Pas du tout important | | | | Très important | |
|----|--|--------------------------|---|---|---|-------------------|--|
| J1 | Que l'enquête soit importante pour la société | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | |
|----|---|---|---|---|---|---|
| J2 | Que vous trouviez les questions intéressantes | 1 | 2 | 3 | 4 | 5 |
| J3 | Que les questions soient claires et bien conçues | 1 | 2 | 3 | 4 | 5 |
| J4 | Que vous ayez un feedback régulier | 1 | 2 | 3 | 4 | 5 |
| J5 | Que le répondant montre de l'intérêt pour l'enquête | 1 | 2 | 3 | 4 | 5 |

Lorsque vous avez l'impression que le répondant ne comprend pas bien une question, que faites-vous?

| | | La plupart du temps | Parfois | Rarement | Jamais |
|-----|---|---------------------|---------|----------|--------|
| J6 | Remplacer les mots que le répondant semble ne pas comprendre | 1 | 2 | 3 | 4 |
| J7 | Tenter d'exprimer avec vos propres mots la signification de la question pour que le répondant comprenne | 1 | 2 | 3 | 4 |
| J8 | Répéter la question sans rien changer à la formulation | 1 | 2 | 3 | 4 |
| J9 | Rien, je passe à la question suivante | 1 | 2 | 3 | 4 |
| J10 | Autre, précisez | 1 | 2 | 3 | 4 |

EVALUATION DU TRAVAIL SUR LE TERRAIN LORS DE LA 6^{ième} VAGUE DE L'ESS

Les questions suivantes vous permettent de donner votre évaluation personnelle du travail de terrain lors de la 6^{ième} vague de l'ESS par rapport à des sondages similaires pour lesquels vous avez travaillé pendant la même période.

Dans quelle mesure les actions effectuées pour l'ESS étaient-elles facilement ou difficilement réalisables par rapport à des sondages similaires pendant la même période...

| | | Très difficile | | | | Très facile |
|----|---|----------------|---|---|---|-------------|
| A1 | ... de contacter des répondants potentiels? | 1 | 2 | 3 | 4 | 5 |
| A2 | ... de convaincre les répondants potentiels à collaborer? | 1 | 2 | 3 | 4 | 5 |

A3 ... d'interviewer les
répondants? 1 2 3 4 5

A4 Dans quelle mesure la liste des questions de l'ESS était-elle trop courte ou trop longue par rapport à des sondages similaires pour lesquels vous avez travaillé pendant la même période?

Beaucoup trop
courte

Beaucoup trop
longue

1 2 3 4 5

A5 Quelle est votre appréciation de la rémunération pour votre travail en tant qu'enquêteur de l'ESS6 par rapport à des sondages similaires pour lesquels vous avez travaillé pendant la même période ?

- ☐ Je pense que c'est bien payé pour le travail demandé
- ☐ Je pense que c'est raisonnablement payé pour le travail demandé
- ☐ Je pense que c'est plutôt insuffisant pour le travail demandé
- ☐ Je pense que c'est nettement insuffisant pour le travail demandé
- ☐ Je n'ai pas fait d'autre enquête comparable pendant la même période

A6 Comment le répondant a-t-il perçu l'enquête ESS en général par rapport à des enquêtes similaires pour lesquelles vous avez travaillé pendant la même période ?

- ☐ Comme très positif
- ☐ Comme plutôt positif
- ☐ Comme neutre
- ☐ Comme plutôt négatif
- ☐ Comme très négatif
- ☐ Je n'ai pas fait d'autre enquête comparable pendant la même période

A7 Participeriez-vous à nouveau à des prochaines vagues de l'ESS?

- ☐ J'y participerai sans aucun doute → Aller à CHARGE DE TRAVAIL DES ENQUÊTEURS
- ☐ Je ne suis pas encore sûr si je participerai à nouveau → VRAAG A8
- ☐ Je n'y participerai plus → VRAAG A8

A8 Pourquoi est-ce que vous ne souhaitez plus participer aux prochaines vagues de l'ESS, ou pourquoi est-ce que vous hésitez?

_____ (question ouverte)

CHARGE DE TRAVAIL DES ENQUÊTEURS

Les questions suivantes ont trait à votre charge de travail personnelle pendant le travail de terrain de la 6^{ième} vague de l'ESS.

S Pendant la période où vous avez travaillé pour la 6^{ième} vague de l'ESS (période du 10 septembre 2012 au 31 décembre 2012), avez-vous réalisé des enquêtes pour **d'autres projets**?

- Oui → Question T
- Non → Fin

T Pour combien de projets vous avez effectué des enquêtes pendant la période de la 6^{ième} vague de l'ESS (période du 10 septembre 2012 au 31 décembre 2012)?
_____ (NOMBRE - EVENTUELLEMENT FOURNIR UNE ECHELLE)

U Répondez avec soin, sur le schéma suivant, à toutes les questions pour tous les projets auxquels vous avez travaillé pendant la période où vous avez effectué le **travail de terrain** pour la 6^{ième} vague de l'ESS (période du 10 septembre 2012 au 31 décembre 2012) :

VOIR PLUS BAS

END Nous vous remercions vivement de votre collaboration!

[illegible]

Appendix 10: Interviewer survey, round 7 (NL/FR)



EVALUATIE VRAGENLIJST ESS 2014
EVALUATION QUESTIONNAIRE ESS 2014

Enquête in het Nederlands of het Frans?
Enquête en français ou en néerlandais ?

- ☐ Nederlands – néerlandais
☐ français – Frans

VOOR TEST-ENQUETE = 99999

ENQUETEURS-NUMMER

ENQ. NOTEER ENQUETEUR-NUMMER

Nummer:

ENQUETEURS-NUMMER

ENQ. NOTEER ENQUETEUR-NUMMER – CONTROLE

Nummer:

Het Centrum voor Sociologisch Onderzoek (KU Leuven) en het Instituut voor Mens- en Sociale Wetenschappen (Université de Liège) wensen u van harte te bedanken voor uw medewerking aan de zevende ronde van het European Social Survey (ESS). Dankzij uw inzet en de inzet van uw collega's is het ESS een succes.

Omdat u als interviewer een sleutelpositie inneemt in het goede verloop van het ESS, willen we vanuit het Centrum voor Sociologisch Onderzoek van de KU Leuven meer te weten komen over uw ervaringen, inzichten, en houdingen als succesvol interviewer. We vragen daarom graag uw medewerking aan deze korte bevraging. Het invullen duurt ongeveer 10 minuten. Met de verzamelde informatie kunnen we de kwaliteit van het survey en de organisatie van het veldwerk verbeteren in de komende rondes van het ESS.

Het spreekt vanzelf dat alle gegevens vertrouwelijk verwerkt zullen worden en dat enkel het ESS onderzoeksteam van de KU Leuven en de Université de Liège ervan gebruik zal maken. Enkel omwille van praktische redenen verloopt de bevraging via TNS Dimarso/NID. De informatie zal echter niet door TNS Dimarso/NID worden gebruikt.

Indien u enige technische problemen ervaart of vragen heeft over deze bevraging kan u contact opnemen met Celine Wuyts via celine.wuyts@soc.kuleuven.be.

Het ESS onderzoeksteam,
KU Leuven en Université de Liège

(1) Hoe lang bent u als interviewer werkzaam?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Minder dan 6 maanden
- ☐ Meer dan 6 maanden maar minder dan 1 jaar
- ☐ 1 tot 2 jaar
- ☐ 2 tot 5 jaar
- ☐ 5 tot 10 jaar
- ☐ Meer dan 10 jaar

De volgende vragen stellen u in staat uw persoonlijke evaluatie te geven van het verloop van het veldwerk voor de zevende ronde van het ESS in vergelijking met gelijkaardig onderzoek waarvoor u hebt gewerkt in 2014.

(2) In vergelijking met gelijkaardig onderzoek waarvoor u meegewerkt heeft in 2014, in hoeverre vond u het moeilijk of makkelijk om voor het ESS ...

U MAG 1 ENKEL ANTWOORD AANDUIDEN PER LIJN – GA LIJN PER LIJN TE WERK

| | Heel moeilijk | Enigszins moeilijk | Noch moeilijk, noch gemakkelijk | Enigszins gemakkelijk | Heel gemakkelijk | (Ik heb in 2014 niet meegewerkt aan gelijkaardig onderzoek) |
|---|-----------------------|-----------------------|--|--------------------------|-----------------------|--|
| potentiële respondenten te contacteren? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| medewerking te verkrijgen van potentiële respondenten? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| het interview af te nemen bij de respondenten? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(3) In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in 2014, hoe beoordeelt u de betaling voor uw interviewwerk voor het ESS?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ik vind dit een goede betaling voor de gevraagde werkzaamheden
- ☐ Ik vind dit een redelijke betaling voor de gevraagde werkzaamheden
- ☐ Ik vind dit aan de lage kant voor de gevraagde werkzaamheden
- ☐ Ik vind dit duidelijk te weinig voor de gevraagde werkzaamheden
- ☐ (Ik heb in 2014 niet meegewerkt aan gelijkaardig onderzoek)

(4) In vergelijking met gelijkaardig onderzoek waarvoor u heeft gewerkt in 2014, hoe hebben de respondenten het ESS interview over het algemeen ervaren?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Als zeer positief
- ☐ Als enigszins positief
- ☐ Niet positief, niet negatief
- ☐ Als enigszins negatief
- ☐ Als zeer negatief

- ☐ (Ik heb in 2014 niet meegewerkt aan gelijkaardig onderzoek)

(5) Hoeveel uren heeft u in totaal besteed aan uw interviewerwerk (inclusief het plannen, het contacteren en het interviewen zelf) voor het ESS?

NOTEER HET EXACTE AANTAL

uren in totaal

☐ Weet niet

(6) Alles bij elkaar genomen, denkt u dat u wel of niet in de toekomst nog zou willen meewerken aan het ESS?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ik zal zeker meewerken
- ☐ Ik twijfel of ik zal meewerken
- ☐ Ik zal zeker niet meer meewerken

[als Q6 = "Ik twijfel of ik zal meewerken" / "Ik zal zeker niet meer meewerken"]

(7) Waarom wenst u niet meer mee te werken of twijfelt u om mee te werken aan toekomstige rondes van het ESS?

GELIEVE UW ANTWOORD ZO VOLLEDIG MOGELIJK TE NOTEREN

(8) Wat zouden we kunnen doen om het verloop van het veldwerk in toekomstige rondes van het ESS te verbeteren?

GELIEVE UW ANTWOORD ZO VOLLEDIG MOGELIJK TE NOTEREN

De volgende vragen gaan over uw interviewwerk gedurende de veldwerkperiode (september – december 2014) zevende ronde van het ESS.

(9) **Het ESS niet inbegrepen**, voor hoeveel andere projecten heeft u gedurende de periode september – december 2014 interviewwerk gedaan?

NOTEER HET EXACTE AANTAL

project(en)

☐ Weet niet

(10) Denk aan projecten gelijkaardig aan het ESS: waarbij respondenten **face-to-face** worden benaderd op basis van **adres**. Het **ESS niet inbegrepen**, hoeveel van de projecten waarvoor u gedurende de periode september – december 2014 interviewwerk heeft gedaan waren **van dit type**?

NOTEER HET EXACTE AANTAL

project(en) van dit type

☐ Weet niet

(11) Denk aan projecten gelijkaardig aan het ESS: waarbij respondenten **face-to-face** worden benaderd op basis van **adres**. Alle projecten **van dit type (inclusief het ESS)** waar u aan heeft meegewerkt in de periode september – december 2014 in beschouwing genomen, hoeveel steekprofeenheden (individuele adressen) zijn er u in die periode toegewezen?

NOTEER HET EXACTE AANTAL

steekprofeenheden voor projecten van dit type

☐ Weet niet

(12) Denk nu aan projecten waarbij respondenten ofwel **niet face-to-face** ofwel **niet op basis van adres** worden benaderd. Enkel projecten **van dit type** waar u aan heeft meegewerkt in de periode september – december 2014 in beschouwing genomen, hoeveel interviews heeft u in die periode gerealiseerd?

NOTEER HET EXACTE AANTAL

interviews gerealiseerd voor projecten van dit type

☐ Weet niet

(13) **Alle projecten (inclusief het ESS)** waar u aan heeft meegewerkt in de periode september – december 2014 in beschouwing genomen, hoeveel uur per week besteedde u gemiddeld aan uw interviewwerk in die periode?

NOTEER HET EXACTE AANTAL

Gemiddeld aantal uren per week

☐ Weet niet

(14) Werkt u voor meerdere veldwerkorganisaties?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ja, ik werk voor TNS/NID én voor een of meerdere andere veldwerkorganisaties
- ☐ Nee, ik werk enkel voor TNS/NID

[versie meervoud als Q14 = “Ja, ik werk voor TNS/NID én voor een of meerdere andere veldwerkorganisaties”;
versie enkelvoud als Q14 = “Nee, ik werk enkel voor TNS/NID”]

(15) In welke mate bent u het eens of oneens met elk van de volgende uitspraken?

U MAG 1 ENKEL ANTWOORD AANDUIDEN PER LIJN – GA LIJN PER LIJN TE WERK

| | Helemaal mee eens | Enigszins mee eens | Niet eens, niet oneens | Enigszins mee oneens | Helemaal mee oneens |
|---|-----------------------|-----------------------|------------------------------|----------------------------|---------------------------|
| Ik lijk nooit voldoende tijd te hebben om al mijn interviewwerk af te krijgen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik heb het gevoel dat er te veel van me wordt verwacht door de veldwerkorganisatie(s). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De veldwerkorganisatie(s) geeft/geven me voldoende tijd om al mijn interviewwerk af te krijgen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik voel me vaak gehaast tijdens mijn interviewwerk. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De veldwerkorganisatie(s) zet/zetten me vaak onder druk om interviewwerk sneller af te werken dan ik kan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

De volgende vragen gaan over uw job als interviewer in het algemeen

(16) Potentiële respondenten hebben verschillende reacties op de vraag om deel te nemen aan een survey: sommigen gaan spontaan akkoord, anderen zijn weigerachtig of weigeren onmiddellijk. We willen graag weten wat uw mening als ervaren interviewer is over deze kwestie.

U MAG 1 ENKEL ANTWOORD AANDUIDEN PER LIJN – GA LIJN PER LIJN TE WERK

| | Helemaal mee eens | Enigszins mee eens | Niet eens, niet oneens | Enigszins mee oneens | Helemaal mee oneens |
|---|-----------------------|-----------------------|------------------------------|----------------------------|---------------------------|
| Met voldoende moeite kan zelfs de meest weigerachtige respondent overtuigd worden om deel te nemen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Een interviewer moet de privacy van de respondenten respecteren. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als je mensen op het juiste moment benaderd, gaan de meeste mensen akkoord om deel te nemen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| De meeste respondenten kunnen op dezelfde manier benaderd worden. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Het heeft geen zin om weigerachtige mensen herhaaldelijk te contacteren. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Weigerachtige respondenten moeten altijd overtuigd worden om deel te nemen. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Men moet altijd het vrijwillige karakter van deelname benadrukken. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als een respondent weigerachtig is moet een weigering geaccepteerd worden. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Elke respondent heeft een unieke benadering nodig. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Antwoorden van mensen die pas na veel moeite overtuigd kunnen worden, zijn niet betrouwbaar. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als een respondent weigerachtig is zou ik hem liever een deel van mijn eigen betaling aanbieden als incentive dan een weigering te moeten accepteren. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(17) Welke van de volgende aspecten van de survey dragen volgens u het sterkst bij tot de beslissing van geselecteerde respondenten om al dan niet deel te nemen aan een survey? **Kies maximaal drie aspecten.**

U MAG MEERDERE ANTWOORDEN AANDUIDEN

- ☐ De lengte van de vragenlijst
- ☐ Aangeleerde overtuigingsstrategieën – technieken
- ☐ Het onderwerp van de survey
- ☐ Mijn sociale vaardigheden
- ☐ Mijn interesse in en enthousiasme voor het onderwerp van de survey
- ☐ De reputatie van de organisatie betrokken bij de survey
- ☐ Geen van bovenstaande

(18) Interviewers komen regelmatig in moeilijke situaties met respondenten tijdens het afnemen van het interview. Respondenten begrijpen vaak de vraag niet goed, antwoorden regelmatig naast de kwestie. Hoe vaak bevindt u zich in elk van de volgende situaties?

U MAG 1 ENKEL ANTWOORD AANDUIDEN PER LIJN – GA LIJN PER LIJN TE WERK

| | Altijd | Meestal | Soms | Nooit |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Als ik op basis van het verloop van het interview het antwoord al weet, vul ik zelf het antwoord in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als ik merk dat de respondent het moeilijk heeft om me te begrijpen, kort ik lange vragen in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als ik merk dat de respondent geen algemeen Nederlands spreekt, schakel ik ook over op het regionaal dialect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als de respondent moeilijkheden heeft met een vraag, help ik niet maar herhaal ik de vraag op exact dezelfde manier. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als ik op basis van het verloop van het interview het antwoord al kan inschatten, stel ik dit antwoord voor aan de respondent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als ik merk dat de respondent het moeilijk heeft om me te begrijpen, praat ik trager. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als ik merk dat de respondent het druk heeft, stel ik de vragen aan een hoger tempo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik volg altijd de interviewerinstructies, ook al zijn ze weinig zinvol. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Als de respondent een vraag niet goed begrijpt, leg ik de betekenis uit. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(19) Er zijn verschillende redenen om te werken als interviewer. Hoe belangrijk of onbelangrijk zijn elk van de volgende aspecten voor u?

U MAG 1 ENKEL ANTWOORD AANDUIDEN PER LIJN – GA LIJN PER LIJN TE WERK

| | Heel onbelangrijk | Engszins onbelangrijk | Niet belangrijk, niet onbelangrijk | Engszins onbelangrijk | Heel belangrijk |
|---|-----------------------|--------------------------|--|--------------------------|-----------------------|
| Nieuwsgierigheid naar mensen hun sociale omstandigheden | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goede betaling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interessant werk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mogelijkheid om in contact te komen met mensen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Betrokkenheid in wetenschappelijk onderzoek | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Activiteit die nuttig is voor de maatschappij | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mogelijkheid om mijn eigen uren te bepalen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mogelijkheid om in situaties te komen waar je anders niet kan komen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Nu volgen nog enkele vragen die niet direct gerelateerd zijn aan uw interviewwerk.

(20) Denkt u, over het algemeen, dat de meeste mensen te vertrouwen zijn, of dat u niet voorzichtig genoeg kunt zijn in de omgang met mensen? Gebruik de schaal van 0 tot 10, waarbij 0 betekent dat je niet voorzichtig genoeg kunt zijn en 10 betekent dat de meeste mensen te vertrouwen zijn.

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ 0 Je kunt niet voorzichtig genoeg zijn
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 De meeste mensen zijn te vertrouwen

(21) Hoe bezorgd of onbezorgd bent u over de bescherming van uw persoonlijke gegevens?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Heel erg bezorgd
 - ☐ Redelijk bezorgd
 - ☐ Een beetje bezorgd
 - ☐ Helemaal niet bezorgd
-

(22) Denkend aan het aantal uren vrije tijd waarover u beschikte in de voorbije maand, vindt u dat u te veel of te weinig vrije tijd had?

(Vrije tijd is de tijd die niet wordt besteed aan betaald werk, verzorging van de kinderen of andere huisgenoten, het vervullen van taken waartoe men zich verplicht voelt en essentiële behoeften zoals eten, persoonlijke verzorging en slapen.)

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ik had veel te veel vrije tijd
 - ☐ Ik had een beetje te veel vrije tijd
 - ☐ Ik had niet te veel, niet te weinig vrije tijd
 - ☐ Ik had een beetje te weinig vrije tijd
 - ☐ Ik had veel te weinig vrije tijd
-

(23) Wat is uw geslacht?



(24) Wat is uw geboortedatum?

GEEF UW GEBOORTEDATUM OP

Geboortedag

Geboortemaand

Geboortejaar

(25) Wat is het hoogste opleidingsniveau dat u succesvol heeft beëindigd?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Niet voltooid hoger secundair onderwijs
 - ☐ Hoger secundair onderwijs
 - ☐ Niet-universitair hoger onderwijs
 - ☐ Universitair onderwijs
-

(26) Welk diploma of welke diploma's heeft u behaald?

U MAG MEERDERE ANTWOORDEN AANDUIDEN

☐ 1ste diploma

☐ 2de diploma

☐ 3de diploma

☐ (Geen diploma behaald)

(27) Welke van de volgende omschrijvingen zijn van toepassing op wat u de voorbije maand heeft gedaan? Kies alles wat van toepassing is.

U MAG MEERDERE ANTWOORDEN AANDUIDEN

☐ Betaald werk verricht als zelfstandige interviewer

☐ Betaald werk verricht in een andere zelfstandige activiteit

☐ Betaald werk verricht als werknemer in loondienst

☐ Onderwijs gevolgd

☐ Gepensioneerd

☐ Actief op zoek naar werk

☐ Actief in het huishouden, voor kinderen of andere personen gezorgd

☐ Anders, namelijk

(28) Welke van de volgende omschrijvingen beschouwd u als uw hoofdactiviteit?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

☐ Betaald werk verricht als zelfstandige interviewer

☐ Betaald werk verricht in een andere zelfstandige activiteit

☐ Betaald werk verricht als werknemer in loondienst

☐ Onderwijs gevolgd

☐ Gepensioneerd

☐ Actief op zoek naar werk

☐ Actief in het huishouden, voor kinderen of andere personen zorgen

☐ Geen van bovenstaande

[als Q27 = "Betaald werk verricht in een andere zelfstandige activiteit" / "Betaald werk verricht als werknemer in loondienst"]

(29) Uw werk als interviewer buiten beschouwing gelaten, wat is de naam of titel van uw belangrijkste job?

GELIEVE UW ANTWOORD ZO VOLLEDIG MOGELIJK TE NOTEREN

[als Q27 = "Betaald werk verricht in een andere zelfstandige activiteit" / "Betaald werk verricht als werknemer in loondienst"]

(30) Uw werk als interviewer buiten beschouwing gelaten, wat voor werk doet u het merendeel van de tijd in uw belangrijkste job?

GELIEVE UW ANTWOORD ZO VOLLEDIG MOGELIJK TE NOTEREN

[als Q27 = "Onderwijs gevolgd"]

(31) Welke opleiding(en) bent u aan het volgen?

GELIEVE UW ANTWOORD ZO VOLLEDIG MOGELIJK TE NOTEREN

(32) Heeft u de Belgische nationaliteit?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ja
- ☐ Nee

(33) Bent u geboren in België?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ja
- ☐ Nee

(34) Is uw vader in België geboren?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ja
- ☐ Nee

(35) Is uw moeder in België geboren?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Ja
 - ☐ Nee
-

(36) Welke van de volgende omschrijvingen op deze kaart komt het dichtst in de buurt van uw beeld van het huidige inkomen van uw huishouden?

U MAG 1 ENKEL ANTWOORD AANDUIDEN

- ☐ Comfortabel leven met het huidige inkomen
 - ☐ Het lukt om rond te komen met het huidige inkomen
 - ☐ Moeilijk rondkomen met het huidige inkomen
 - ☐ Heel erg moeilijk rondkomen met het huidige inkomen
-

(37) Heeft u verder nog opmerkingen over het verloop van het ESS veldwerk, interviewwerk in het algemeen en/of deze vragenlijst?

GELIEVE UW ANTWOORD ZO VOLLEDIG MOGELIJK TE NOTEREN

Hartelijk bedankt voor uw medewerking!
Het ESS onderzoeksteam KU Leuven en Université de Liège.



EVALUATIE VRAGENLIJST ESS 2014
EVALUATION QUESTIONNAIRE ESS 2014

Enquête in het Nederlands of het Frans?
Enquête en français ou en néerlandais ?

- ☐ Nederlands – néerlandais
☐ français – Frans

POUR TEST = 99999

LE NUMÉRO D'ENQUÊTEUR

ENQ. NOTEZ LE NUMÉRO D'ENQUÊTEUR

Numéro:

LE NUMÉRO D'ENQUÊTEUR

ENQ. NOTEZ LE NUMÉRO D'ENQUÊTEUR – CONTROLE

Numéro:

L'Institut des Sciences Humaines et Sociales (Université de Liège) et le Centre de Recherches Sociologiques (KU Leuven) tiennent à vous remercier de votre participation à la septième vague de l'European Social Survey (ESS). L'ESS est un succès grâce à votre engagement et à celui de vos collègues.

En vue de votre rôle clé en tant qu'enquêteur pour le bon déroulement de l'ESS, le Centre de Recherche Sociologique de la KU Leuven voudrait en apprendre plus sur votre expérience, comportement et perception en tant qu'enquêteur ayant accompli avec succès le travail de terrain pour l'ESS. Nous aimerions pour cela vous demander de remplir ce questionnaire qui ne prendra qu'environ dix minutes de votre temps. Les informations récoltées nous serviront à améliorer la qualité de l'enquête ainsi que de l'organisation du travail de terrain pour les vagues de l'ESS à venir.

Il va de soi que toutes les données seront traitées de façon strictement confidentielle et que seules les équipes de recherche de l'Université de Liège et de la KU Leuven seront autorisées à les utiliser. Ce n'est que pour des raisons pratiques et organisationnelles que le sondage vous est transmis par TNS Dimarso/NID. Les informations ne seront cependant pas utilisées par TNS Dimarso/NID.

Si vous rencontrez des problèmes techniques ou si vous avez des questions à propos de ce questionnaire, vous pouvez prendre contact avec Celine Wuyts via l'adresse e-mail celine.wuyts@soc.kuleuven.be.

L'équipe de recherche de l'ESS,
KU Leuven et Université de Liège

(1) Depuis combien de temps travaillez-vous comme enquêteur ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Moins de 6 mois
- ☐ Plus de 6 mois mais moins d'un an
- ☐ Entre un et 2 ans
- ☐ Entre 2 et 5 ans
- ☐ Entre 5 et 10 ans
- ☐ Plus de 10 ans

Les questions suivantes vous permettent de donner votre évaluation personnelle du travail de terrain lors de la septième vague de l'ESS par rapport à des sondages similaires pour lesquels vous avez travaillé en 2014.

(2) Dans quelle mesure les actions effectuées pour l'ESS étaient-elles facilement ou difficilement réalisables par rapport à des sondages similaires pour lesquels vous avez travaillé en 2014 ...

VEUILLEZ N'INDIQUEZ QU'1 UNE REPONSE PAR LIGNE – PROCEDEZ LIGNE PAR LIGNE

| | Très difficile | Plutôt difficile | Ni difficile ni facile | Plutôt facile | Très facile | (Je n'ai pas fait d'autre enquête comparable en 2014) |
|--|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|---|
| de contacter des répondants potentiels ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| de convaincre les répondants potentiels à collaborer ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d'interviewer les répondants ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(3) Quelle est votre appréciation de la rémunération pour votre travail en tant qu'enquêteur de l'ESS par rapport à des sondages similaires pour lesquels vous avez travaillé en 2014 ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Je pense que c'est bien payé pour le travail demandé
- ☐ Je pense que c'est raisonnablement payé pour le travail demandé
- ☐ Je pense que c'est plutôt insuffisant pour le travail demandé
- ☐ Je pense que c'est nettement insuffisant pour le travail demandé
- ☐ (Je n'ai pas fait d'autre enquête comparable en 2014)

(4) Comment le répondant a-t-il perçu l'enquête ESS en général par rapport à des enquêtes similaires pour lesquelles vous avez travaillé en 2014 ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ très positivement
- ☐ plutôt positivement
- ☐ Ni positivement ni négativement
- ☐ plutôt négativement
- ☐ très négativement
- ☐ (Je n'ai pas fait d'autre enquête comparable en 2014)

(5) Combien d'heures au total avez-vous consacré à votre travail d'enquêteur pour l'ESS (en incluant la planification, la prise de contact et l'interviewer elle-même) ?

NOTEZ LE NOMBRE EXACTE

heures au total

☐ Ne sais pas

(6) Tout bien considéré, pensez-vous que vous collaborerez à nouveau à l'ESS dans le futur ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ J'y participerai sans aucun doute
- ☐ Je ne suis pas encore sûr si je participerai à nouveau
- ☐ Je n'y participerai certainement plus
-

[si Q6 = "Je ne suis pas encore sûr si je participerai à nouveau " / "Je n'y participerai certainement plus"]

(7) Pourquoi est-ce que vous ne souhaitez plus participer aux prochaines vagues de l'ESS, ou pourquoi est-ce que vous hésitez ?

VEUILLEZ NOTEZ VOTRE REPONSE LE PLUS COMPLETEMENT POSSIBLE

(8) Que pourrions-nous faire pour améliorer le déroulement du travail de terrain pour les vagues prochaines de l'ESS ?

VEUILLEZ NOTEZ VOTRE REPONSE LE PLUS COMPLETEMENT POSSIBLE

Les questions suivantes concernent votre travail d'enquêteur pendant la période de travail de terrain (septembre à décembre 2014) de la septième vague de l'ESS.

(9) **L'ESS exclue**, pour combien de projets avez-vous travaillé comme enquêteur pendant la période de septembre à décembre 2014 ?

NOTEZ LE NOMBRE EXACTE

projet(s)

☐ Ne sais pas

(10) Pensez aux projets du type de l'ESS, c'est-à-dire pour lesquels les répondants sont approchés **en personne** sur base **de leur adresse**. **L'ESS exclue**, combien de projets, auxquels vous avez collaboré dans la période de septembre à décembre 2014, étaient **de ce type** ?

NOTEZ LE NOMBRE EXACTE

projet(s) de ce type

☐ Ne sais pas

(11) Pensez aux projets du type de l'ESS, c'est-à-dire pour lesquels les répondants sont approchés **en personne** sur base **de leur adresse**. Si vous considérez tous les projets **de ce type** auxquels vous avez collaboré dans la période de septembre à décembre 2014, **l'ESS incluse**, combien d'unités d'échantillonnage (individus ou adresses) vous ont-ils été assignées ?

NOTEZ LE NOMBRE EXACTE

unités d'échantillonnage pour des projets de ce type

☐ Ne sais pas

(12) Pensez maintenant à des projets pour lesquels les répondants ne sont **pas approcher en personne** ou **pas grâce à leur adresse**. Si vous considérez seulement les projets de ce type auxquels vous avez collaboré dans la période de septembre à décembre 2014, combien d'interviews avez-vous réalisées durant cette période ?

NOTEZ LE NOMBRE EXACTE

interviews réalisées pour des projets de ce type

☐ Ne sais pas

(13) Si vous considérez **tous les projets** auxquels vous avez collaboré dans la période de septembre à décembre 2014, **l'ESS incluse**, combien d'heures par semaine avez-vous consacrées en moyenne au travail d'enquêteur ?

NOTEZ LE NOMBRE EXACTE

heures par semaine en moyenne

☐ Ne sais pas

(14) Travaillez-vous pour plusieurs instituts de sondage ?

VEUILLEZ N'INDIQUER QU'1 SEULE REPONSE

- ☐ Oui, je travaille pour TNS/NID et pour un ou plusieurs autre(s) institut(s) de sondage.
- ☐ Non, je ne travaille que pour TNS/NID.
-

[version pluriel si Q14 = “Oui, je travaille pour TNS/NID et pour un ou plusieurs autre(s) institut(s) de sondage.”;
version singulier si Q14 = “Non, je ne travaille que pour TNS/NID.”]

(15) Dans quelle mesure êtes-vous d'accord ou pas d'accord avec les affirmations suivantes ?

VEUILLEZ N'INDIQUEZ QU'1 UNE REPONSE PAR LIGNE – PROCEDEZ LIGNE PAR LIGNE

| | Tout à fait d'accord | Plutôt d'accord | Ni d'accord ni pas d'accord | Plutôt pas d'accord | Pas du tout d'accord |
|--|-------------------------|-----------------------|-----------------------------------|------------------------|-------------------------|
| Il me semble ne jamais avoir assez de temps pour finir mon travail d'enquêteur. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| J'ai le sentiment que l'institut/les instituts de sondage en attend(ent) trop de moi. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| L'institut /les instituts de sondage me donne(nt) assez de temps pour finir mon lots d'enquêtes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Je me sens souvent précipité pendant mon travail d'enquêteur. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| L'institut /les instituts de sondage me met(tent) souvent sous pression pour que je finisse plus vite mon travail d'enquêteur. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Les questions suivantes concernent votre métier en tant qu'enquêteur en général.

(16) Les répondants potentiels ont des réactions différentes à la demande de participer à un sondage, certains sont spontanément d'accord, d'autres sont plus réticents ou refusent directement. Nous voudrions savoir quel est votre avis d'enquêteur expérimenté à propos de ce sujet.

VEUILLEZ N'INDIQUEZ QU'1 UNE REPONSE PAR LIGNE – PROCEDEZ LIGNE PAR LIGNE

| | Tout à fait d'accord | Plutôt d'accord | Ni d'accord ni pas d'accord | Plutôt pas d'accord | Pas du tout d'accord |
|--|-------------------------|-----------------------|-----------------------------------|------------------------|----------------------------|
| Avec un peu d'effort même les répondants les plus réticents peuvent être convaincus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Un enquêteur doit respecter la vie privé des répondants. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si on aborde les gens au bon moment, la plupart sont d'accord de participer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| La plupart des répondants peuvent être abordés de la même manière. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contacter répétitivement des gens réticents n'a pas de sens. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Les répondants réticents doivent toujours être convaincus de participer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Le caractère volontaire de la participation dois toujours être souligné. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si un répondant est réticent, il faut accepter le refus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Chaque répondant doit être abordé de façon différentes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Les réponses de gens qui coopèrent seulement après beaucoup d'efforts ne sont pas fiables. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Si un répondant est réticent je préférerais lui donner une partie de ma paie comme incentive plutôt que d'accepter un refus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

(17) Parmi les aspects suivants du sondages, lesquels influencent selon vous le plus la décision des répondants sélectionnés à participer ou pas aux sondages ? **Choisissez maximum trois aspects.**

VOUS POUVEZ INDIQUER PLUSIEURS REPONSES

- ☐ La longueur du questionnaire
- ☐ Les stratégies et techniques de persuasion apprises
- ☐ Le sujet de l'enquête
- ☐ Mes capacités sociales
- ☐ Mon intérêt et enthousiasme pour le sujet de l'enquête
- ☐ La réputation des organisations concernées par le sondage
- ☐ Aucune de ces réponses

(18) Les enquêteurs se retrouvent régulièrement dans des situations difficiles avec les répondants pendant le déroulement de l'enquête. Les répondants comprennent souvent mal la question, répondent régulièrement à côté de la plaque. A quelle fréquence vous retrouvez-vous dans chacune des situations suivantes ?

VEUILLEZ N'INDIQUEZ QU'1 UNE REPONSE PAR LIGNE – PROCEDEZ LIGNE PAR LIGNE

| | Toujours | La plupart du temps | Parfois | Jamais |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Si en vue du déroulement de l'enquête, je connais déjà la réponse, je réponds moi-même à la question. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si je me rends compte que le répondant à des difficultés de compréhension, je raccourcis les longues questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si je me rends compte que le répondant ne parle pas le français standard, je lui parle dans le dialecte locale. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si le répondant à des difficultés avec une question, je ne l'aide pas mais je répète la question exactement de la même manière. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si, sur base du déroulement de l'enquête, je peux deviner la réponse, je propose cette réponse au répondant. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si je trouve que le répondant à des difficultés à me comprendre, je parle plus lentement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si j'ai l'impression que le répondant est pressé, j'accélère le rythme de l'enquête. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Je suis toujours les instructions pour les enquêteurs même si je trouve qu'elles ont peu de sens. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Si un répondant ne comprend pas une question, je lui en explique la signification. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(19) Il y a plusieurs raisons pour travailler comme enquêteur. Quelle importance attachez-vous aux aspects suivants ?

VEUILLEZ N'INDIQUEZ QU'1 UNE REPONSE PAR LIGNE – PROCEDEZ LIGNE PAR LIGNE

| | Pas du tout important | Plutôt pas important | Ni important, ni pas important | Plutôt important | Tout à fait important |
|---|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|
| Curiosité envers la situation sociale des gens | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Bon salaire | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Travail intéressant | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Possibilité d'être en contact avec des gens | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engagement dans des enquêtes scientifiques | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Activité qui est utile à la société | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Liberté de choisir mes heures de travail | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Possibilité de se trouver dans des situations dans lesquelles on ne se trouve pas autrement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Finalement, encore quelques questions qui ne sont pas directement liées à votre métier en tant qu'enquêteur.

(20) Diriez-vous que l'on peut généralement faire confiance à la plupart des personnes, ou que l'on n'est jamais trop prudent dans ses contacts avec les gens ? Veuillez indiquer votre réponse sur une échelle de 0 à 10, où 0 signifie que l'on n'est jamais trop prudent et 10 signifie que l'on peut faire confiance à la plupart des personnes.

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ 0 On n'est jamais trop prudent
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 La plupart des personnes sont dignes de confiance

(21) A quel point êtes-vous inquiet pour la protection de vos données personnelles ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Très inquiet
- ☐ Assez inquiet
- ☐ Un peu inquiet
- ☐ Pas du tout inquiet

(22) En pensant aux nombres d'heures de temps libre que vous avez eu le mois passé, trouvez-vous que vous avez eu trop ou trop peu de temps libre?

(Le temps libre est le temps que vous ne consacrez pas à du travail payé, à vous occuper de vos enfants ou votre partenaire, à accomplir des tâches que vous ressentez comme obligatoires, ou des besoins essentiels comme manger, vos soins personnels et dormir.)

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ J'ai eu beaucoup trop de temps libre
 - ☐ J'ai eu un peu trop de temps libre
 - ☐ Je n'ai eu ni trop ni trop peu de temps libre
 - ☐ J'avais un peu trop peu de temps libre
 - ☐ J'avais beaucoup trop peu de temps libre
-

(23) Vous êtes ... ?



(24) Quelle est votre date de naissance ?

VEUILLEZ INDIQUEZ LA DATE DE NAISSANCE

| | | |
|------|------|-------|
| Jour | Mois | Année |
|------|------|-------|

(25) Quel est le plus haut niveau de formation que vous avez terminé ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ N'a pas achevé l'enseignement secondaire supérieur
 - ☐ Secondaire supérieur
 - ☐ Supérieur non universitaire
 - ☐ Universitaire
-

(26) Quels diplômes avez-vous obtenus ?

VOUS POUVEZ INDIQUER PLUSIEURS REPONSES

- ☐ 1ieme diplôme
- ☐ 2nd diplôme
- ☐ 3ieme diplôme
- ☐ (Aucun diplôme obtenu)

(27) Lesquelles des descriptions suivantes décrit votre situation au cours du dernier mois ? Choisissez toutes les options d'applications

VOUS POUVEZ INDIQUER PLUSIEURS REPONSES

- ☐ Travail rémunéré comme enquêteur indépendant
- ☐ Travail rémunéré dans une autre activité indépendant
- ☐ Travail rémunéré comme employé
- ☐ En formation
- ☐ Retraité
- ☐ A la recherche d'emploi
- ☐ Travail ménager, s'occuper des enfants ou d'une autre personne
- ☐ Autre

(28) Laquelle de ces descriptions considérez-vous comme votre activité principale ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Travail rémunéré comme enquêteur indépendant
- ☐ Travail rémunéré dans une autre activité indépendant
- ☐ Travail rémunéré comme employé
- ☐ En formation
- ☐ Retraité
- ☐ A la recherche d'emploi
- ☐ Travail ménager, s'occuper des enfants ou d'une autre personne
- ☐ Geen van bovenstaande

[si Q27 = "Travail rémunéré dans une autre activité indépendant " / "Travail rémunéré comme employé "]

(29) Votre travail comme enquêteur mis à part, quel est le nom ou le titre de votre emploi principal ?

VEUILLEZ NOTEZ VOTRE REPONSE LE PLUS COMPLETEMENT POSSIBLE

[si Q27 = "Travail rémunéré dans une autre activité indépendant " / "Travail rémunéré comme employé "]

(30) **Votre travail comme enquêteur mis à part**, quel type de travail faites-vous principalement dans le cadre de votre emploi principal ?

VEUILLEZ NOTEZ VOTRE REPONSE LE PLUS COMPLETEMENT POSSIBLE

[si Q27 = "En formation "]

(31) Quelle formation suivez-vous pour le moment ?

VEUILLEZ NOTEZ VOTRE REPONSE LE PLUS COMPLETEMENT POSSIBLE

(32) Êtes-vous citoyen belge ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Oui
- ☐ Non

(33) Êtes-vous né(e) en Belgique ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Oui
- ☐ Non

(34) Votre père est-il né en Belgique ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Oui
- ☐ Non

(35) Votre mère est-elle née en Belgique ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ Oui
- ☐ Non

(36) Laquelle des descriptions suivantes correspond le mieux à ce que vous pensez du revenu actuel de votre ménage ?

VEUILLEZ N'INDIQUEZ QU'1 SEULE REPONSE

- ☐ On peut vivre confortablement du revenu actuel
 - ☐ Le revenu actuel suffit
 - ☐ Il est difficile de vivre avec le revenu actuel
 - ☐ Il est très difficile de vivre avec le revenu actuel
-

(37) Avez-vous d'autres remarques à propos du déroulement du travail de terrain de l'ESS, du travail comme enquêteur en général ou de ce questionnaire ?

VEUILLEZ NOTEZ VOTRE REPONSE LE PLUS COMPLETEMENT POSSIBLE

Nous vous remercions vivement de votre collaboration!
L'équipe de recherche de l'ESS, Université de Liège et KU Leuven

